

RttT Appendices Table of Contents

Appendix Number	Appendix Title	Relevant Selection Criterion	Page #
A.I	Assurance A Workplan Timeline	(A)	1
A.II	Summary Table: Stakeholder Commitment: Teachers and Principals	(A)	3
A.III	Summary Table: Stakeholder Commitment: Other Critical Stakeholders	(A)	6
A1.I	Detailed Table for (A)(1)	(A)(1)	14
A1.II	Public Schools Accountability Act of 1999	(A)(1)	29
A1i.I	LEA MOU	(A)(1)(i), (A)(1)(ii), (B), (D)(2)(i)	31
A1iib.I	Summary Table for (A)(1)(ii)(b)	(A)(1)(ii)(b)	50
A1iic.I	Summary Table for (A)(1)(ii)(c)	(A)(1)(ii)(c)	52
A1ii.I	Summary Table for (A)(1)(iii)	(A)(1)(iii)	54
A1iiib.I	Overview of California's 2009-10 Accountability Progress Reporting System	(A)(1)(iii)(b), (A)(3)(i)(a), (B)(3)	56
A2i.I	RttT Implementation Board of Directors	(A)(2)(i)	62
A2id.I	Budget and Budget Narrative	(A)(2)(i)(d)	64
A2ie.I	Sample Letters of Support	(A)(2)(i)(e), (A)(2)(ii)(a), (A)(2)(ii)(b)	171
A2iib.I	IHE MOU	(A)(2)(ii)(b), (D)(4)	203
A3i.I	Nine Essential Program Components	(A)(3)(i), (E)(2), (A)(3)(i)(d)	214
A3id.I	CST Results	(A)(3)(i)(d), (A)(3)(ii)(a), (D)(2)(i)	216
A3iia.I	NAEP Results	(A)(3)(ii)(a), (D)(2)(i)	237
B.I	Assurance B Workplan Timeline	(B), (B)(3)	242
B1.I	Common Core Standards Consortium MOA	(B)(1)	245
B1ii.I	Legal Process for Adopting Standards	(B)(1)(ii)	250
B2i.I	Description of the Current Assessment Consortia	(B)(2)	252
B2i.II	MOU for Partnership for Assessment of Readiness for College and Careers	(B)(2)(i)	266
B3.I	Description of the Consortium for Assessment-Guided Learning, Teaching, and Professional Development in Mathematics	(B)(3)	269
C.I	Assurance C Workplan Timeline	(C)	271
C.II	Data Systems Steering Committee Organizational Chart	(C)	276
C1.I	SBx5 2 Simitian Fact Sheet; SB-19 Assembly Comments	(C)(1)	278
C1.II	Status of America COMPETES Elements	(C)(1)	293
C1.III	CALPADS and CALTIDES Update	(C)(1)	304
C2.I	Performance Measure for Monitoring Performance and Progress of Key Activities	(C)(2)	306
C2.II	District Dashboard Model Examples	(C)(2)	310
C3.I	California Brokers of Expertise Project Summary and Report on Phase 1 Pilot	(C)(3)	358
C3.II	Examples of a Web-based System	(C)(3)	440
D.I	Assurance D Workplan Timeline	(D)	445

D1iia.I	Supporting Evidence for D1	(D)(1)(ii)(a), (D)(1)(iii)	451
D1iii.I	California IHE Teacher and Leadership Development Program Descriptions and UC STEM Teacher Fact Sheet	(D)(1)(iii), (D)(3)(ii)	478
D2ii.I	California Standards for the Teaching Profession	(D)(2)(ii)	491
D2ii.II	CPSEL Summary	(D)(2)(ii)	493
D2ii.III	Los Angeles USD Teacher Effectiveness Task Force Final Report	(D)(2)(ii)	496
D2ii.IV	Fresno Unified Certified Hiring Multiple Measures	(D)(2)(ii), (D)(2)(iv)	550
D2ii.V	Fresno USD Talent Management System	(D)(2)(ii), (D)(3)(i)	552
D2iii.I	Clovis Administrator Performance Appraisal and Accountability Model	(D)(2)(iii)	558
D2iii.II	Skillful Leader Professional Learning Project at Fresno USD	(D)(2)(iii)	561
D2iv.I	Executive Summary from the California Beginning Teacher Support Assessment Technical Report	(D)(2)(iv), (D)(5)(i)	564
D2iv.II	Los Angeles USD Leader Pipeline Development Program Overviews	(D)(2)(iv), (D)(3)(i)	597
D3i.I	Overview of Current Initiatives to Increase the Percentage of Effective Teachers Teaching in Hard-to-Staff Schools, Subjects, and Specialty Areas	(D)(3)	605
D3i.II	SB 955 (Huff) Summary	(D)(3)(i)	609
D3i.III	SFUSD Parcel Tax Summary	(D)(3)(i)	616
D3i.IV	SFUSD TNTP Model Staffing Initiative Outcome	(D)(3)(i)	618
D3i.V	Los Angeles USD Urban Teacher Residency	(D)(3)(i)	620
D4i.I	Overview of SLDS Project Modernization of CSU Data System	(D)(4)(i)	623
D4i.II	Workplan and Timeline for Expansion of CSU Center for Teacher Quality (CTQ) Work in Value-Added Teacher Education	(D)(4)(i)	626
D5i.I	Fresno Unified Continuum of Standards for the Teaching Profession	(D)(5)(i)	628
D5i.II	Sanger USD Professional Learning Community (PLC) Team Learning Process	(D)(5)(i), (C)(3)	662
D5i.III	ACSA, NTC, and County Offices of Education Coaching Program	(D)(5)(i), (C)(3)	664
E.I	Assurance E Workplan Timeline	(E)	666
E1.I	Description of the State's Applicable Laws, Statutes, Regulations, or Other Relevant Legal Documents	(E)(1), (E)(2)	669
E1.II	Text of SBX5 1; E.C. 53202	(E)(1)	672
E2.I	High Priority Grants Program Description	(E)(2)	674
E2.II	District Assistance Standards (Survey)	(E)(2)	676
E2.III	District Assistance Intervention Team (DAIT) Process	(E)(2)	680
E2.IV	Description of the Fresno-Long Beach Partnership	(E)(2)	682
E2.V	LAUSD Accountability Matrix	(E)(2)	696
F1ii.I	Funding Gap Data Analysis (2006)	(F)(1)(ii)	706
F1ii.II	Funding Gaps Report (2006)	(F)(1)(ii)	709
F1ii.III	Evidence for (F)(1)(ii)	(F)(1)(ii)	726

F2i.I	Evidence for (F)(2)(i)	(F)(2)(i)	729
F2ii.I	Evidence for (F)(2)(ii)	(F)(2)(ii)	731
F2iii.I	Evidence for (F)(2)(iii)	(F)(2)(iii)	744
F2iv.I	Evidence for (F)(2)(iv)	(F)(2)(iv)	765
F2v.I	Evidence for (F)(2)(v)	(F)(2)(v)	774
F3.I	Evidence for (F)(3)	(F)(3)	778
F3.II	Programs with Local Spending Flexibility	(F)(3)	786
S.I	California Linked Learning	STEM	788
S.II	CTE Pathways Description	STEM, (B)(1)	791
S.III	Afterschool STEM Exhibit	STEM	796
S.IV	TechNet Programs in Participating LEAs	STEM	801
S.V	See S.III	STEM	796
S.VI	ePortfolio Summary	STEM	805
S.VII	Expanded Learning Time Report	STEM, (A)(1)(i)	808
S.VIII	STEM Pathways Project Plan	STEM, (C)(3)	811
S.IX	The Real Game California Report	STEM	816
S.X	Description of the California STEM Learning Network (CSLN)	STEM	820
S.XI	STEM Letter of Support (LOS)	STEM	833
S.XII	Teacher Preparation Programs with the California State University System	STEM, (D)(3)(ii)	838

Appendix A.I

Assurance A Workplan Timeline

RttT Implementation Team Activities and Timeline

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
<i>Build Capacity: Build Implementation Team capacity to manage Race to the Top processes and projects</i>	<i>Convene Board of Directors:</i> <ul style="list-style-type: none"> Decide and write bylaws 	July 2010	Board of Directors
	<i>Identify and Execute Hiring Process for:</i> <ul style="list-style-type: none"> Key leaders Communication/outreach personnel Finance/grant management personnel 	Aug- Sept 2010	Board of Directors
<i>Ensure Accountability: Ensure that LEAs are implementing the State's plan and that funds are properly used and accounted for</i>	<i>Scope of Work:</i> <ul style="list-style-type: none"> Refine Scope of Work with Leadership LEAs Adjust/model budget based on refined Scope of Work (SOW) as necessary 	July - Oct 2010	RttT Implementation Team
	<i>Monitor Compliance and Execute Accountability Reporting:</i> <ul style="list-style-type: none"> Monitor LEA compliance with State plans and SOWs Coordinate accounting and Federal reporting Execute accountability reporting to State and Federal agencies 	Fall 2011- Ongoing	RttT Implementation Team, CDE & OSE
<i>Execute Coordination: Execute the State plan in a coordinated and cohesive fashion to generate the greatest impact on student achievement</i>	<i>Execute the Implementation plan:</i> <ul style="list-style-type: none"> Execute LEA outreach and support Support project management across all projects Report regularly to CDE, SPI, OSE and other Stakeholders 	Fall 2011- Ongoing	RttT Implementation Team, CDE & OSE
	<i>Monitor Progress and Adjust</i> <ul style="list-style-type: none"> Monitor impact on student outcomes Research and identify successful efforts Evaluate and adjust projects as necessary Invest and accelerate projects which are successful 	Ongoing	Participating LEAs, RttT Implementation Team & Research Consortium

Appendix A.II

Summary Table: Stakeholder Commitment and Support: Teachers and Principals

<p style="text-align: center;">Summary Table: Stakeholder Commitment and Support – Teachers and Principals</p>

Organization/Entity	Signing Representative
Alta Vista School District	Lora Haston, Superintendent/Principal
American Indian Public Charter School	Sophath Mey, Director of Schools
Assoc. of California School Administrators	Bob Wells, Executive Director
Bayshore School District	Norman D. Fobert, Superintendent
Big Valley Joint Unified School District	Rich Rhodes, Superintendent/Principal
Bonsall Union School District	Justin Cunningham, Superintendent
California League of Middle Schools	Peter Murphy, Executive Director
California Mathematics Council	Sheri Willebrand, President
California School Boards Association	Frank Pugh, President, Scott Plotkin, Exec. Director
Conejo Valley Unified School District	Mario V. Contini, Superintendent
	Pat Phelps, Board President
	Colleen Briner-Schmidt, President Unified Association of Conejo Teachers
Chula Vista Elementary School District	Lowell J. Billings, Superintendent
Delano Union School District	Robert Aguilar, Superintendent
Del Norte County Office of Education	Jan Moorehouse, Superintendent
Delphic Elementary School	Debbie Faulkner, Superintendent & Principal
Dinuba Unified School District	Joe A. Hernandez, Superintendent
Eel River Charter School	Patrick Dennis, Board Chairman
Environmental Charter School	Alison Suffat Diaz, Executive Director
Evergreen Union School District	Harley J. North, Superintendent
Firebaugh-Las Deltas Unified School District	Violet L. Chuck, Superintendent
Green Dot Public Schools	Marco Petruzzi, Chief Executive Officer
Helix Charter High School	Douglas D. Smith, Executive Director
Kern County Superintendent of Schools	Christine Lizardi Frazier, Superintendent
Merced City School District	Rosemary Parga Duran, Superintendent
Merced River School District	Helio Brasil, Superintendent
Merced Union High School District	V. Scott Scambray, Superintendent
Moreland School District	Glen Ishiwata, Superintendent
Morongo School District	James Majchrzak, Superintendent
Natomas Charter School	Charlie Leo, Executive Director
O'Farrel Community Charter School	Jonathan Dean, Executive Director
Ontario Montclair School District	James P. Kidwell, Interim Superintendent
Redwood City School District	Jan Christiansen, S / Dennis McBride, School Board President

Salinas Union High School District	James A. Earhart, Superintendent
San Carlos School District	Craig Baker, Ed.D, Superintendent
San Marino Unified School District	Gary Woods, Superintendent
San Ysidro School District	Laura E. Munoz
Santa Ynez Valley Union High School District	Paul Turnbull, Supt - Jeff McKinnon, Faculty Association President
Selma Unified School District	Mark G. Sutton, Executive Director
Sierra Unified School District	Michael D. Gardner, Superintendent
Teach for America	Emily Bobel, Executive Director (Bay Area)
	Paul Miller, Executive Director (Los Angeles)
Temple City Unified School District	Chelsea Kang-Smith, Superintendent
Today's Fresh Start Charter Schools	Jeanette Parker, Superintendent
Valley Preparatory Academy Charter School	Shelly Melton, Director
Westwood Charter School	Kim Tomerlin, Business Director
Wiseburn School District	Tom Johnstone, Superintendent
United Administrators of San Francisco	James Dierke, President
United Educators of San Francisco	Dennis Kelly, President

Appendix A.III

Summary Table: Stakeholder Commitment and Support: Other Critical Stakeholders

<p align="center">Summary Table: Stakeholder Commitment and Support – Other Critical Stakeholders</p>
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Organization/Entity	Signing Representative
Alliance for a Better Community	Veronica Melvin, Executive Director
ARCHES	Dennis Galigani and Diane K. Siri, Executive Directors
Architectural Foundation of San Francisco	Will Fowler, Program Director
Bay Area Council	Jim Wunderman, President & CEO
BizFed (Los Angeles County Business Federation)	Tom Flinthoft, Chair - David Fleming, Founding Chair - Tracey Rafter, CEO
Black Business Association	Earl "Skip" Cooper II, President & CEO
Blair, Church and Flynn Engineers	Michael E. Flynn, CEO
Board of Supervisors, County of Los Angeles	Don Knabe, 4th District Supervisor
Boys & Girls Club - California Alliance	Kathy-Jean Lavoie, Board Member
Boys & Girls Clubs of Carson	Kim Richards, Executive Director
Boys & Girls Club of Fontana	Terrie Schneider, Chief Professional Officer
Boys & Girls Club - Garden Grove	Pat Halberstadt, Chief Professional Officer
Boys & Girls Club - Greater Oxnard and Port Hueneme	Tim Blaylock, Chief Professional Officer
Boys & Girls Club Kern County	Zane Smith, Executive Director
Boys & Girls Clubs of the LA Harbor	Mike Lansing, Executive Director
Boys & Club Marin & Southern Sonoma County	David L. Solo
Boys & Girls Club Santa Monica	Aaron Young, CEO
Boys & Girls Club Sacramento	Kim Williams, CEO
Boys & Girls Sonoma Valley	David Pier, Executive Director
Broad Foundation (The)	Eli Broad, Founder
California Academic Partnership Program	Andrea Ball, Statewide Director/ Lawton Gray, Advisory Committee Chair
California Afterschool Network	Andee Press Dawson, Executive Director
California Association for the Education of Young Children	Sandra Giarde, Executive Director
California Association of Private School Organizations	Dr. Ron Reynolds, Executive Director
California Business for Education Excellence	Kirk M. Clark, Executive Director
California Charter Schools Association	Jed Wallace, President & CEO
California Community Colleges Chancellor's Office	Jack Scott, Chancellor- California Community Colleges
California Community Foundation	Antonia Hernandez, President and CEO
California Education Roundtable-Intersegmental Coordinating Committee	Jonathan Brown, ICC Exec Committee Chair/ Penny Edgert, ICC Exec Director

California Latino Child Development Alliance	Fernando Garcia, Chief Medical Advisor
California School - Age Consortium	Allen Fernandez Smith, Executive Director
California State Conference of the NAACP	Alice Huffman, President
California State Senator	Senator David Cogdill - 14th District
California State University, Fresno	John D. Welty, President
The California State University, Office of the Chancellor	Charles B. Reed, Chancellor
California STEM Learning Network	Stephanie Couch, Executive Director
	Joan Bissel, Director, Mathematics and Science Teacher Initiative -Office of the Chancellor, CSU
	Jane Close Conoley, Dean and Professor -Gevirtz Graduate School of Education, UCSB
	Gerald Solomon, Executive Director - Samueli Foundation
	Stacey A. Aldrich, California State Librarian
	Mary Vixie Sandy, Executive Director, CRESS Center-School of Education UC Davis
	Gabriele Zedlmayer, VP-Global Social Innovation, Hewlett-Packard
	Eric Stine, Senior VP-Blackboard, Inc.
	Harold Levine, Dean-School of Education UC Davis
	Patricia Garrett, Executive Director, San Luis Obispo Office of Education
	Paula Golden, Executive Director- Broadcom Foundation
	Refugio I. Rochin, Professor Emeritus/Dept Chair, UC Davis
	Linda Crowe, Executive Director - Califa Group
	William T. Scroggins, Superintendent/President-College of the Sequoias
	Cary Sneider, Associate Research Professor, Science Consultant, OSPI-Portland State University
	Microsoft Corporate VP Strategic & Emerging Business Dev
	Julie Dunkel, California Education Mgr - Intel Corp
	Jim Hawley, Senior VP and General Counsel- TechNet
California Workforce Innovation Network	Rebecca Goldberg, Co-Director, Career and Workforce
Candidate for the Democratic nomination for Governor of California in 2010	Edmund G. Brown, Attorney General of California
Candidates for the Republican nomination for	

Governor of California in 2010	Meg Whitman, Former President and CEO of eBay
	Steve Poizner, State Insurance Commissioner
Central City Association of Los Angeles	Carol E. Schatz, President and CEO
Chicano Youth Center	Javier Guzman, Executive Director
Communities Adolescents Nutrition Fitness (CANFIT)	Betty Geishirt Cantrell, Program Administrator
Congress of the United States	George Miller, Chairman of U.S. House Education and Workforce Committee
	Zoe Lofgren
	Anna Eshoo
	Michael Honda
	Pete Stark
	Howard Berman
	Sam Farr
	Lois Capps
	Mike Thompson
	Diane Watson
	Susan Davis
	Laura Richardson
	Linda Sanchez
	Barbara Lee
	Loretta Sanchez
	Lucille Roybal-Allard
	Jane Harman
	Bob Filner
	Xavier Becerra
CASA Familiar	Andrea Skorepa, CEO & President
Central California Hispanic Chamber of Commerce	Jose Plascencia, President
Central California Legal Services, Inc	Chris A. Schneider, Executive Director
Central Valley Health Network	Hilda Martinez, Director of Communications
Chair of the State Senate Education Committee	Gloria Romero, Chair of the State Senate Education Committee
Children Now	Ted Lempert, President
Children's Initiative (The)	Sandra McBrayer, CEO
Clovis Chamber of Commerce	Mark Blackney, President & CEO
Citizen Schools	Gina Cassinelli, Interim Executive Director
City of Alhambra	Stephen K. Sham, Mayor
City of Clovis	Harry Armstrong, Mayor

City of Fresno	Ashley Swearengin, Mayor
City of Los Angeles	Antonio R. Villaraigosa, Mayor of Los Angeles
City of Long Beach	Bob Foster, Mayor of Long Beach
City of Merced	John M. Bramble, City Manager
City of Sacramento	Kevin Johnson, Mayor
City of Sanger	Victor Ruiz, Mayor Pro Tem
City of San Francisco	Gavin Newsom, Mayor
City of San Gabriel	Albert Huang, Mayor
City of San Jose	Chuck Reed, Mayor
City of Santa Barbara	Helene Schneider, Mayor
Clovis City Manager	Kathy Millison, City Manager
Commission on Teacher Credentialing	Dale Janssen, Director
Connect Ed	Gary Hoachlander, President
Conservatory of Vocal/Instrumental Arts Charter	Valerie Abad, Director
Ed Voice	Bill Lucia, President and CEO
Education Trust-West	Arun Ramanathan, Executive Director
Encourage Tomorrow	Suzanne Moreno, CEO
Families in Schools	Oscar E. Cruz, Director of Community Engagement and Advocacy
Fight Crime-Invest in Kids	Barrie Becker, State Director - Brian Lee, Deputy Director
First 5 Alameda County	Mark Friedman, CEO
First 5 Butte County	Maureen Kirk, Commission Chair
First 5 California	Kris Perry, Executive Director
First 5 Colusa	Jennifer Long, Executive Director
First 5 El Dorado	Steven M. Thaxton, Executive Director
First 5 Fresno County	Kendra Rogers, Executive Director
First 5 Marin	Amy L Reisch, Executive Director
First 5 Mendocino	Christy Barron, Imagination Library Coordinator
First 5 Monterey	Simone Salinas, Chair
First 5 Nevada County	Hank Weston, Commission Chair
First 5 Placer	Dale Edgerton, Chair
First 5 San Benito	Kathleen Castillo, Executive Director
First 5 San Francisco	Suzanne Giraudo, Chair of First 5 SF Children and Family Commission
First 5 San Luis Obispo	K.H. Achadjian, Chairperson
First 5 San Mateo County	D. Armstrong, Executive Director
First 5 Santa Clara	Jolene Smith, Executive Director
First 5 Sonoma	Jeanie Tasheff, Executive Director

First 5 Tulare County	Janet Hogan, Executive Director
Foundation for Clovis Schools	M.H. "Pete" Wallace, Past Chairperson
Fresno County Board of Supervisors	Judith G. Chase, Chairman
	Supervisor Henry Perea - District 3
	Supervisor Phil Larson, District 1
Fresno County Workforce Investment Board	Pam Lassetter, Assistant Director
Chairman of U.S. House Education and Workforce Committee	Representative George Miller, Chairman
Glenn County Bd. Of Supervisors/First 5 Glenn County	Steve Soeth, Chairman
Governor Gray Davis	Governor Gray Davis
Governor Pete Wilson	Governor Pete Wilson
Greater Conejo Valley Chamber of Commerce	Jill Lederer, President/Jan Smith, Dir of Governmental Affairs
Greater Fresno Area Chamber of Commerce	Al Smith, President & CEO
Greater Los Angeles African American Chamber of Commerce	Gene Hale, Chairman
Greater Sacramento Urban League	David B. DeLuz, President and CEO
Greater Santa Ana Business Alliance	Curt Carson, Interim President & CEO
Hearts & Hands Working Together	Grace Kojima, Board of Directors, Tech advisors
I-5 Social Services Corporation	Alex Valdez, Executive Director
James Irvine Foundation (The)	James E. Canales, President and CEO
Korean Woman International Network	Grace Lee, President (San Diego Branch)
Latino College Preparatory Academy	Antonio Fuentes, Director
League of California Afterschool Providers	Steven Amick, Executive Director
Lieutenant Governor of California	Abel Maldonado, Lieutenant Governor of California
Linking Education and Economic Development (LEED)	David Butler, CEO
Long Beach Area Chamber of Commerce	Randy Gordon, President & CEO
Los Angeles Area Chamber of Commerce	Gary L. Toebben, President & CEO
Los Angeles Education Partnership	Peggy Funkhouser, President and CEO
Magnolia Foundation	Suleyman Bahceci, CEO Magnolia Schools
Mariposa Kiwanis Preschool	Melissa Harris, Program Director - Jeannie Andre
Mariposa Kiwanis Preschool Academy	Jeannine Andre
Member of the California State Assembly	Michael N. Villines, Assemblymember
Merced Community College District	Benjamin P. Duran, President/Superintendent
Mind Research Institute	Ted Smith, CEO
National Hispanic University	David Lopez, President
National Summer Learning Association	Ron Fairchild, CEO

North Bay Leadership Council	Cynthia Murray, President & CEO
New Teacher Center	Ellen Moir, CEO
Operation Hope	Jena Roscoe, Senior Vice President
The David and Lucille Packard Foundation	Carol Larson, President and CEO
Parent Revolution	Ben Austin, Executive Director
Partnership for Children and Youth	Jennifer Peck, Executive Director
Pivot Learning Centers - 2	Jay G. Chambers, Ph.D, Senior Research Fellow and a Managing Director
Pivot Learning Partners	Jeannie Murphy, Southern California Project Manager
Policy Analysts for California Education	David N. Plank, Executive Director
Preschool California	Catherine Atkin, President
REAL Coalition	Carl Guardino, President & CEO Silicon Valley Leadership Group
	Lucy Dunn, President & CEO Orange County Business Council
	Andrew Poat, VP Public Policy San Diego Regional Economic Development Corporation
	Steve Falk, President & CEO San Francisco Chamber of Commerce
	Pat Dando, President & CEO San Jose Silicon Valley Chamber of Commerce
	Linda Best, President & CEO Contra Costa Council
	Bruce Kern, Executive Director East Bay Economic Development Alliance
	Matthew R. Mahood, President & CEO Sacramento Metro Chamber
	Bill Allen, President & CEO Los Angeles County Economic Development Corporation
	Ron Addington, President & CEO Business Council of San Joaquin County
Raise Inspired Kids	Katherine Larson, Executive Director
Sacramento City Council Member	Raymond L. Tretheway III, City Council Member
San Diego Regional Chamber of Commerce	Ruben Barrales, President & CEO
San Ysidro Chamber of Commerce	Jason M-B Wells, Chamber of Commerce
San Ysidro School District	Jean A. Romero, President
San Ysidro Women's Club	Valerie Romero, Vice President
Santa Ana College	Erlinda J. Martinez, President
Sierra Health Foundation	Chet P. Hewitt, CEO
Silicon Valley Education Foundation	Muhammed Chaudhry, CEO

Silver Giving Foundation	Phil Halperin, President/Natasha Hoehn, Executive Director
South Bay Center for Counseling	Colleen Mooney, Executive Director
Southeast Los Angeles County	Ron Crossley, Executive Director
Stanislaus County Children & Families Commission	John Sims, Executive Director
Stuart Foundation (The)	Christy Pichel, President
Team-Up for Youth	Janet Carter, Executive Director
Think Together	Randy Barth, CEO
UC Davis, Cress Center, School of Education	Renee Newton, Director
United States Senator Barbara Boxer	Barbara Boxer, Senator
United States Senator Diane Feinstein	Diane Feinstein, Senator
University of California, Office of the President	Mark G. Yudof, President
Valley Industry and Commerce Association	Stuart Waldman, President
Visions in Education (San Juan USD Charter School)	Jody Graff
Voice for Our Kids	Debbie O'Toole, Editor in Chief
Voices of College-Bound Language Academy	Frances Teso, Board President
William and Flora Hewlett Foundation	Kristi Kimball, Education Program Officer
Woodcraft Rangers	Cathy Mostovoy,

Appendix A1.I

Detailed Table for (A)(1)

CDS_CODE	N u m b e r		# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(iv)	(C)(3)(v)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(3)(iii)	(D)(3)(iv)	(E)(2)	(E)(3)
1964733	1	Los Angeles Unified	858	687,534	513,770	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964725	2	Long Beach Unified	92	87,509	59,680	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062166	3	Fresno Unified	106	76,621	61,006	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3066670	4	Santa Ana Unified	61	57,439	46,704	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3868478	5	San Francisco Unified	112	55,183	30,648	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3667876	6	San Bernardino City Unified	73	54,727	45,239	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3467439	7	Sacramento City Unified	89	48,155	31,524	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062117	8	Clovis Unified	45	37,461	11,257	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3476505	9	Twin Rivers Unified	60	30,927	22,188	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
761796	10	West Contra Costa Unified	67	30,769	19,768	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4369427	11	East Side Union High	23	26,259	9,932	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3367173	12	Palm Springs Unified	26	24,347	18,017	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161192	13	Hayward Unified	34	22,098	13,346	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3375200	14	Murrieta Valley Unified	19	21,372	4,321	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964881	15	Pasadena Unified	35	20,526	12,497	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2065243	16	Madera Unified	26	19,153	14,665	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1975713	17	Alhambra Unified	19	18,749	12,566	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612596113807	18	American Indian Public Charter School	1	182	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2866266	19	Napa Valley Unified	38	17,771	6,828	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5071167	20	Modesto City Elementary	28	15,672	12,475	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5071175	21	Modesto City High	8	15,395	7,180	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590114363	22	American Indian Public Charter School II	1	157	134	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3475283	23	Natomas Unified	17	12,188	6,632	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2465771	24	Merced City Elementary	18	10,876	8,149	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4369484	25	Gilroy Unified	17	10,732	6,172	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2465789	26	Merced Union High	9	10,600	8,126	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5772710	27	Woodland Joint Unified	20	10,578	5,836	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062414	28	Sanger Unified	19	10,368	7,122	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161119	29	Alameda City Unified	20	10,271	3,234	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590111856	30	American Indian Public High School	1	123	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161291	31	San Leandro Unified	13	8,795	4,680	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3667587	32	Adelanto Elementary	13	8,249	6,683	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3768395	33	South Bay Union Elementary	13	8,006	6,308	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1563404	34	Delano Union Elementary	11	7,716	5,449	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
461382	35	Bangor Union Elementary	1	125	87	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3166803	36	Dry Creek Joint Elementary	11	7,279	1,716	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4168858	37	Bayshore Elementary	2	429	327	Y	N/A	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1975291	38	San Gabriel Unified	10	6,481	2,579	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062430	39	Selma Unified	12	6,390	4,781	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2365615	40	Ukiah Unified	17	6,339	4,157	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5475531	41	Dinuba Unified	10	5,921	4,266	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964550	42	Garvey Elementary	12	5,790	4,801	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
175093	43	Dublin Unified	9	5,739	587	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1965052	44	Temple City Unified	9	5,504	1,924	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3768379	45	San Ysidro Elementary	7	4,851	3,777	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5371662	46	Burnt Ranch Elementary	1	97	38	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
30664640106765	47	Capistrano Connections Academy Charter	1	762	298	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5471860	48	Cutler-Orosi Joint Unified	10	4,128	3,766	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5471993	49	Lindsay Unified	7	4,045	3,008	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5471837	50	Burton Elementary	7	3,656	2,183	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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1573908	51	McFarland Unified	6	3,269	3,182	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1663891	52	Corcoran Joint Unified	7	3,257	2,482	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647331931047	53	Birmingham Community Charter School	1	3,212	2,109	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964964	54	San Marino Unified	5	3,202	41	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3768031	55	Coronado Unified	6	3,041	206	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161275	56	Piedmont City Unified	7	2,531	-	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2465748	57	Livingston Union Elementary	4	2,521	2,013	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2076414	58	Yosemite Unified	11	2,419	673	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37681303732732	59	Helix Charter High School	1	2,387	1,216	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1073809	60	Firebaugh-Las Deltas Joint Unified	5	2,286	1,974	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1965169	61	Wiseburn Elementary	4	2,273	948	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062240	62	Kingsburg Elementary Charter	7	2,229	993	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1663982	63	Lemoore Union High	5	2,208	616	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330100800	64	Central City Value School	1	329	307	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
475507	65	Gridley Unified	8	2,117	1,415	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2365623	66	Willits Unified	11	2,013	1,136	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647336019715	67	Vaughn Next Century Learning Center	1	1,949	1,941	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2075580	68	Golden Valley Unified	8	1,941	662	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3767975	69	Bonsall Union Elementary	4	1,881	587	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647331935154	70	Alain Leroy Locke Charter School	1	1,800	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1075275	71	Sierra Unified	9	1,705	567	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1075408	72	Riverdale Joint Unified	5	1,572	1,274	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5472272	73	Woodlake Union Elementary	3	1,558	1,328	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4569914	74	Cascade Union Elementary	7	1,523	1,156	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37684523730942	75	Guajome Park Academy	1	1,482	531	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2165367	76	Larkspur	2	1,257	98	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062521	77	Washington Union High	3	1,173	783	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647336018204	78	Montague Charter Academy	1	1,163	1,160	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1965078	79	Valle Lindo Elementary	2	1,155	913	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
0810082114116	80	Uncharted Shores Academy	1	1011	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647336017016	81	Fenton Avenue Charter School	1	1,007	1,020	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
36750773631207	82	Academy for Academic Excellence	1	988	171	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380120196	83	Magnolia Science Academy San Diego - 2	1	925	-	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43104390120261	84	Magnolia Science Academy Santa Clara	1	925	-	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683386061964	85	O'Farrell Community School	1	902	600	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161168	86	Emery Unified	2	783	638	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2075606	87	Chawanakee Unified	7	754	261	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3768312	88	Rancho Santa Fe Elementary	3	755	22	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780107300	89	City Arts and Technology High School	1	354	189	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4269138	90	Buellton Union Elementary	2	693	258	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330107755	91	Port of Los Angeles High School	1	597	306	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330102541	92	New Designs Charter School	1	590	499	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3776471	93	SBC - High Tech High	2	580	137	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3373676	94	Coachella Valley Unified	21	18,256	15,672	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4369542	95	Luther Burbank	1	576	556	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647091996313	96	Animo Leadership Charter High School	1	574	475	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2173361	97	Shoreline Unified	6	569	318	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330101675	98	Oscar De La Hoya Charter High School	1	554	521	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330106831	99	Animo Venice Charter High School	1	550	443	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683383731247	100	High Tech High	1	543	141	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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37683380101345	151	KIPP Adelante Preparatory Academy	1	353	353	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612596117568	152	Aspire Monarch Academy	1	351	331	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
39686760108647	153	Aspire Rosa Parks Academy	1	349	294	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
39685856116594	154	Aspire University Public School	1	348	55	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
39685856118921	155	Aspire River Oaks Charter School	1	348	190	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111641	156	Alliance for College Ready High School: William and Carol Ouchi HS	1	347	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9764890120469	157	Aspire Alexander Twilight College Prep	1	340	227	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330101444	158	KIPP Academy of Opportunity	1	340	291	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062000	159	American Union Elementary	1	336	256	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
461457	160	Golden Feather Union Elementary	3	133	108	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062331	161	Orange Center	1	327	305	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380101204	162	High Tech Middle	1	326	95	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
20-65243-0118950	163	Sherman Thomas Charter School	1	325	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19756636120158	164	New West Charter Middle School	1	321	35	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683386117683	165	Explorer Elementary Charter School	1	321	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43104390113704	166	Rocketship Mateo Sheedy Elementary School	1	321	249	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330100867	167	KIPP L.A. Prep	1	320	306	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647336119044	168	Multicultural Learning Center	1	314	179	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
34674470114983	169	Golden Valley Charter School of Sacramento	1	260	-	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111625	170	Animo Watts Charter High School	1	313	271	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380114462	171	Health Sciences High and Middle College	1	309	163	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330120071	172	New Designs Charter School - Watts	1	302	268	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43104390113431	173	University Preparatory Academy Charter School	1	301	NA	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111492	174	Alliance for College Ready High School: College Ready High School #5	1	300	301	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1611920113902	175	Impact Academy of Arts and Technology High School	1	237	133	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111617	176	Animo Locke Tech Charter High School	1	289	259	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
10621260111630	177	Valley Arts & Science Academy	1	281	200	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37679910108563	178	EJE Elementary Academy	1	280	212	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
MISSING CDS	179	Animo Jefferson Charter Middle School	1	280	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
MISSING CDS	180	Animo Westside Charter Middle School	1	280	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380109157	181	Magnolia Science Academy San Diego	1	274	65	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
10621661030642	182	School of Unlimited Learning	1	268	197	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
461499	183	Manzanita Elementary	1	262	115	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683386040018	184	Harriet Tubman Village Charter School	1	262	195	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683386039812	185	Keiller Leadership Academy	1	510	-	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9764890120477	186	Aspire Titan Academy	1	256	247	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111518	187	Skirball Middle School	1	255	240	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117655	188	Magnolia Science Academy - 7	1	250	-	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
36679590114256	189	Inland Leaders Charter School	1	247	NA	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9764890114876	190	Aspire Port City Academy	1	245	134	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2766068	191	King City Joint Union High	4	2,134	1,192	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
42692290116921	192	Manzanita Public Charter School	1	244	109	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
50712900118125	193	Aspire University Charter School	1	244	NA	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780101337	194	KIPP Bayview Academy	1	244	159	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
34674390102343	195	Aspire Capital Heights Academy	1	237	198	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590115014	196	KIPP Bridge Charter School	1	234	177	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330115030	197	Magnolia Science Academy - 3	1	228	182	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590118224	198	Aspire Millsmont Secondary Academy	1	225	160	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1864089	199	Big Valley Joint Unified	4	223	127	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1062109	200	Clay Joint Elementary	1	219	52	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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1612590120188	201	Aspire ERES Academy	1	217	205	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590108803	202	Aspire Millsmont Academy	1	216	150	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
33672150106526	203	Gateway to College Early High School	1	210	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43693690106633	204	KIPP Heartwood Academy	1	360	292	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
10621660106740	205	Valley Preparatory Academy Charter School	1	207	122	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
41765880119503	206	Everest Public High School	1	205	70	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1613090114421	207	KIPP King Collegiate	1	185	108	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780101352	208	KIPP San Francisco Bay Academy	1	314	229	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330114942	209	Alliance for College Ready High School: College Ready Academy HS #7	1	203	189	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
39686760118497	210	Aspire Langston Huges Academy	1	203	143	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
51714640107318	211	Twin Rivers Charter School	1	203	93	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37681893731072	212	River Valley Charter School	1	202	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380108548	213	Iftin Charter School	1	202	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
50766380120212	214	Aspire Vanguard College Prep	1	201	100	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43694270116889	215	KIPP San Jose Collegiate	1	88	69	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1100170118489	216	Aspire California College Prep Academy	1	198	NA	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590106906	217	Bay Area Technology School	1	198	145	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
36750443631132	218	Crosswalk High School	1	198	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330109660	219	Aspire Antonio Maria Lugo Academy	1	197	195	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
20652430100016	220	Sherman Thomas Charter School	1	194	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3467439 102038	221	Sacramento Charter High School	1	194	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
196473315758	222	Crescendo Charter Preparatory West	1	193	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9764890114884	223	Aspire Junior Collegiate Academy	1	191	180	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1613090101212	224	KIPP Summit Academy	1	385	230	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43694274330668	225	Latino College Preparatory Academy	1	387	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19648810118075	226	Learning Works! Charter School	1	134	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
56725530111690	227	University Charter Middle School @ CSU Channel Islands	1	182	96	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117960	228	Aspire Huntington Park Charter	1	181	179	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330118570	229	Animo Locke #3 Charter High School	1	174	166	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
32669693230083	230	Plumas Charter School	1	172	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330118588	231	Animo Locke #1 Charter High School	1	169	166	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
51714645130125	232	Yuba City Charter School	1	167	121	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590115238	233	ARISE High School	1	163	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330109959	234	Crescendo Charter	1	163	160	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330118596	235	Animo Locke #2 Charter High School	1	163	167	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3610363115808	236	Norton Space and Aeronautics Academy	1	161	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964709	237	Lennox	11	7,598	6,279	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780109769	238	Metropolitan Arts and Technology High School	1	208	120	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330115212	239	Magnolia Science Academy - 2	1	157	125	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111609	240	Animo Film & Theatre Arts Charter High School	1	155	154	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
36679340105833	241	High Desert Academy	1	151	130	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330121277	242	College Ready Middle Academy #7	1	150	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
31765700119487	243	Western Sierra Collegiate Academy	1	146	14	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330119982	244	Equitas Academy Charter School	1	145	133	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
43694500113662	245	Voices College Bound Academy	1	145	114	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380114520	246	Arroyo Paseo Charter High School	1	144	122	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330120030	247	College Ready Middle Academy #4	1	142	133	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5472140	248	Stone Corral Elementary	1	136	135	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330114959	249	Monsenor Oscar Romero Charter School	1	136	143	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780118141	250	San Francisco Sheriff's Dept Five Keys Charter	1	136	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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19647330119909	251	Animo Locke ACE Academy Charter High Sch	1	134	130	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3667777	252	Morongo Unified	18	9,722	5,894	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37682130120253	253	Mountain Peak Charter School	1	580	281	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
MISSING CDS	254	Leadership High School	1	132	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117606	255	Alliance for College Ready High School: Environmental Science and Technology HS #10	1	129	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330116509	256	Alliance for College Ready High School: Media Arts and Entertainment HS #8	1	126	114	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330111211	257	New Heights Charter School	1	184	-	Y	0	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330121285	258	College Ready Academy High School #11	1	125	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964733	259	Crescendo Charter Preparatory South	1	125	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
161234	260	Newark Unified	15	7,175	3,367	Y	N/A	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19101990121772	261	Enviornmental Charter Middle School	1	120	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330120022	262	Valor Academy Charter School	1	120	104	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330121699	263	KIPP Empower Academy	1	120	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330121707	264	KIPP Comienza Community Prep	1	120	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1964733	265	Crescendo Charter Academy	1	120	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
MISSING CDS	266	San Francisco Sherrif's Dept Five Keys Charte	1	120	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117598	267	Alliance for College Ready High School: Heal	1	119	108	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330120048	268	College Ready Middle Academy #5	1	119	115	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
36750440112441	269	Pathways to College	1	117	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
30666700106567	270	Nova-Academy Early College High School	1	114	105	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330116533	271	Alliance for College Ready Middle School- Christine O'Donovan Middle School	1	106	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
31750850114371	272	Rocklin Academy Meyers Street	1	104	NA	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117903	273	KIPP Raices Academy	1	101	91	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
33736760121673	274	Nova Academy Coachella	1	100	90	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612590130617	275	Oakland Military Institute College Prep	1	530	406	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
1612593630772	276	Oakland School for the Arts	1	408	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2766159	277	Salinas Union High	10	13,455	8,540	Y	0	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
13631230118455	278	Ballington Academy for the Arts and Science	1	96	48	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37683380118000	279	Urban Discovery Academy (SDUSD)	1	95	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330112342	280	Crescendo Charter Preparatory Central	1	94	94	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
196473312342	281	Crescendo Charter Conservatory	1	94	0	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
38684780118133	282	San Francisco Sherrif's Dept Five Keys Adult	1	91	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
58727360117242	283	Yuba Environmental Science Charter Academ	1	97	-	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2065276	284	Raymond-Knowles Union Elementary	2	80	57	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
10621170118018	285	Clovis Online School	1	78	2	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117648	286	Magnolia Science Academy - 6	1	76	27	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117614	287	New Los Angeles Charter School	1	75	39	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37679910119255	288	EJE Middle Academy	1	65	58	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
7616480119586	289	RAAMP Charter Academy	1	64	53	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117630	290	Magnolia Science Academy - 5	1	63	55	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9765960119537	291	Pacific Technology School - Santa Ana	1	62	27	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19647330117622	292	Magnolia Science Academy - 4	1	61	36	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
5371746	293	Lewiston Elementary	1	58	50	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37754166119275	294	All Tribes Charter School	1	52	29	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
37684520114264	295	North County Trade Tech High School	1	41	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
4770490	296	Willow Creek Elementary	1	39	26	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
2165342	297	Laguna Joint Elementary	1	35	17	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
8100820109777	298	Klamath River Early College of the Redwood	1	29	N/A	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
41690620118232	299	Aspire East Palo Alto Phoenix Academy	1	23	87	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
N/A	300	Pacific Technology School - San Juan	1	19	0	Y	Y	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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1	Los Angeles Unified	Y	Y	Y	Y	Y	Y	Y	Y
2	Long Beach Unified	Y	Y	Y	Y	Y	Y	Y	Y
3	Fresno Unified	Y	Y	Y	Y	Y	Y	Y	Y
4	Santa Ana Unified	Y	Y	Y	Y	Y	Y	Y	Y
5	San Francisco Unified	Y	Y	Y	Y	Y	Y	Y	Y
6	San Bernardino City Unified	Y	Y	Y	Y	Y	Y	Y	Y
7	Sacramento City Unified	Y	Y	Y	Y	Y	Y	Y	Y
8	Clovis Unified	Y	Y	Y	Y	Y	Y	Y	Y
9	Twin Rivers Unified	Y	Y	Y	Y	Y	Y	Y	Y
10	West Contra Costa Unified	Y	Y	Y	Y	Y	Y	Y	Y
11	East Side Union High	Y	Y	Y	Y	Y	Y	Y	Y
12	Palm Springs Unified	Y	Y	Y	Y	Y	Y	Y	Y
13	Hayward Unified	Y	Y	Y	Y	Y	Y	Y	Y
14	Murrieta Valley Unified	Y	Y	Y	Y	Y	Y	Y	Y
15	Pasadena Unified	Y	Y	Y	Y	Y	Y	Y	Y
16	Madera Unified	Y	Y	Y	Y	Y	Y	Y	Y
17	Alhambra Unified	Y	Y	Y	Y	Y	Y	Y	Y
18	American Indian Public Charter School	Y	Y	Y	Y	Y	Y	Y	Y
19	Napa Valley Unified	Y	Y	Y	Y	Y	Y	Y	Y
20	Modesto City Elementary	Y	Y	Y	Y	Y	Y	Y	Y
21	Modesto City High	Y	Y	Y	Y	Y	Y	Y	Y
22	American Indian Public Charter School II	Y	Y	Y	Y	Y	Y	Y	Y
23	Natomas Unified	Y	Y	Y	Y	Y	Y	Y	Y
24	Merced City Elementary	Y	Y	Y	Y	Y	Y	Y	Y
25	Gilroy Unified	Y	Y	Y	Y	Y	Y	Y	Y
26	Merced Union High	Y	Y	Y	Y	Y	Y	Y	Y
27	Woodland Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
28	Sanger Unified	Y	Y	Y	Y	Y	Y	Y	Y
29	Alameda City Unified	Y	Y	Y	Y	Y	Y	Y	Y
30	American Indian Public High School	Y	Y	Y	Y	Y	Y	Y	Y
31	San Leandro Unified	Y	Y	Y	Y	Y	Y	Y	Y
32	Adelanto Elementary	Y	Y	Y	Y	Y	Y	Y	Y
33	South Bay Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
34	Delano Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
35	Bangor Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
36	Dry Creek Joint Elementary	Y	Y	Y	Y	Y	Y	Y	Y
37	Bayshore Elementary	Y	Y	Y	Y	Y	Y	Y	Y
38	San Gabriel Unified	Y	Y	Y	Y	Y	Y	Y	Y
39	Selma Unified	Y	Y	Y	Y	Y	Y	Y	Y
40	Ukiah Unified	Y	Y	Y	Y	Y	Y	Y	Y
41	Dinuba Unified	Y	Y	Y	Y	Y	Y	Y	Y
42	Garvey Elementary	Y	Y	Y	Y	Y	Y	Y	Y
43	Dublin Unified	Y	Y	Y	Y	Y	Y	Y	Y
44	Temple City Unified	Y	Y	Y	Y	Y	Y	Y	Y
45	San Ysidro Elementary	Y	Y	Y	Y	Y	Y	Y	Y
46	Burnt Ranch Elementary	Y	Y	Y	Y	Y	Y	Y	Y
47	Capistrano Connections Academy Charter	Y	Y	Y	Y	Y	Y	Y	Y
48	Cutler-Orosi Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
49	Lindsay Unified	Y	Y	Y	Y	Y	Y	Y	Y
50	Burton Elementary	Y	Y	Y	Y	Y	Y	Y	Y

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51	McFarland Unified	Y	Y	Y	Y	Y	Y	Y	Y
52	Corcoran Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
53	Birmingham Community Charter School	Y	Y	Y	Y	Y	Y	Y	Y
54	San Marino Unified	Y	Y	Y	Y	Y	Y	Y	Y
55	Coronado Unified	Y	Y	Y	Y	Y	Y	Y	Y
56	Piedmont City Unified	Y	Y	Y	Y	Y	Y	Y	Y
57	Livingston Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
58	Yosemite Unified	Y	Y	Y	Y	Y	Y	Y	Y
59	Helix Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
60	Firebaugh-Las Deltas Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
61	Wiseburn Elementary	Y	Y	Y	Y	Y	Y	Y	Y
62	Kingsburg Elementary Charter	Y	Y	Y	Y	Y	Y	Y	Y
63	Lemoore Union High	Y	Y	Y	Y	Y	Y	Y	Y
64	Central City Value School	Y	Y	Y	Y	Y	Y	Y	Y
65	Gridley Unified	Y	Y	Y	Y	Y	Y	Y	Y
66	Willits Unified	Y	Y	Y	Y	Y	Y	Y	Y
67	Vaughn Next Century Learning Center	Y	Y	Y	Y	Y	Y	Y	Y
68	Golden Valley Unified	Y	Y	Y	Y	Y	Y	Y	Y
69	Bonsall Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
70	Alain Leroy Locke Charter School	Y	Y	Y	Y	Y	Y	Y	Y
71	Sierra Unified	Y	Y	Y	Y	Y	Y	Y	Y
72	Riverdale Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
73	Woodlake Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
74	Cascade Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
75	Guajome Park Academy	Y	Y	Y	Y	Y	Y	Y	Y
76	Larkspur	Y	Y	Y	Y	Y	Y	Y	Y
77	Washington Union High	Y	Y	Y	Y	Y	Y	Y	Y
78	Montague Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
79	Valle Lindo Elementary	Y	Y	Y	Y	Y	Y	Y	Y
80	Uncharted Shores Academy	Y	Y	Y	Y	Y	Y	Y	Y
81	Fenton Avenue Charter School	Y	Y	Y	Y	Y	Y	Y	Y
82	Academy for Academic Excellence	Y	Y	Y	Y	Y	Y	Y	Y
83	Magnolia Science Academy San Diego - 2	Y	Y	Y	Y	Y	Y	Y	Y
84	Magnolia Science Academy Santa Clara	Y	Y	Y	Y	Y	Y	Y	Y
85	O'Farrell Community School	Y	Y	Y	Y	Y	Y	Y	Y
86	Emery Unified	Y	Y	Y	Y	Y	Y	Y	Y
87	Chawanakee Unified	Y	Y	Y	Y	Y	Y	Y	Y
88	Rancho Santa Fe Elementary	Y	Y	Y	Y	Y	Y	Y	Y
89	City Arts and Technology High School	Y	Y	Y	Y	Y	Y	Y	Y
90	Buellton Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
91	Port of Los Angeles High School	Y	Y	Y	Y	Y	Y	Y	Y
92	New Designs Charter School	Y	Y	Y	Y	Y	Y	Y	Y
93	SBC - High Tech High	Y	Y	Y	Y	Y	Y	Y	Y
94	Coachella Valley Unified	Y	Y	Y	Y	Y	Y	Y	Y
95	Luther Burbank	Y	Y	Y	Y	Y	Y	Y	Y
96	Animo Leadership Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
97	Shoreline Unified	Y	Y	Y	Y	Y	Y	Y	Y
98	Oscar De La Hoya Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
99	Animo Venice Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
100	High Tech High	Y	Y	Y	Y	Y	Y	Y	Y

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101	Aspire Benjamen Holt College Prep Academ	Y	Y	Y	Y	Y	Y	Y	Y
102	Animo South LA Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
103	Alliance for College Ready High School: Huntington Park High School	Y	Y	Y	Y	Y	Y	Y	Y
104	Animo Inglewood Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
105	Coalinga-Huron Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
106	Marin County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y
107	Orange County Educational Arts Academy	Y	Y	Y	Y	Y	Y	Y	Y
108	Darnall Charter School	Y	Y	Y	Y	Y	Y	Y	Y
109	Edison-Bethune Charter School	Y	Y	Y	Y	Y	Y	Y	Y
110	Aspire Lionel Wilson Prep Academy	Y	Y	Y	Y	Y	Y	Y	Y
111	College Preparatory Middle School	Y	Y	Y	Y	Y	Y	Y	Y
112	Alliance for College Ready High School: Gert	Y	Y	Y	Y	Y	Y	Y	Y
113	Alliance for College Ready High School: Heri	Y	Y	Y	Y	Y	Y	Y	Y
114	Chico Country Day Charter School	Y	Y	Y	Y	Y	Y	Y	Y
115	El Sol Science and Arts Academy	Y	Y	Y	Y	Y	Y	Y	Y
116	Gateway High School	Y	Y	Y	Y	Y	Y	Y	Y
117	Sierra-Plumas Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
118	Edison Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
119	Fenton Primary Center	Y	Y	Y	Y	Y	Y	Y	Y
120	University Preparation School @ CSU Channel Islands	Y	Y	Y	Y	Y	Y	Y	Y
121	Aspire Summit Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
122	Environmental Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
123	Westwood Charter School	Y	Y	Y	Y	Y	Y	Y	Y
124	Alliance for College Ready High School: Stern Math and Science HS	Y	Y	Y	Y	Y	Y	Y	Y
125	Creative Arts Charter School	Y	Y	Y	Y	Y	Y	Y	Y
126	Del Mar Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
127	Aspire East Palo Alto Charter School	Y	Y	Y	Y	Y	Y	Y	Y
128	Magnolia Science Academy - 1	Y	Y	Y	Y	Y	Y	Y	Y
129	Rocketship Si Se Puede Academy	Y	Y	Y	Y	Y	Y	Y	Y
130	Richard Merkin Middle School	Y	Y	Y	Y	Y	Y	Y	Y
131	Animo Jackie Robinson Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
132	School of Arts and Enterprise	Y	Y	Y	Y	Y	Y	Y	Y
133	Downtown Value School	Y	Y	Y	Y	Y	Y	Y	Y
134	Animo Ralph Bunche Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
135	Aspire Centennial College Prep Academy	Y	Y	Y	Y	Y	Y	Y	Y
136	Animo Pat Brown Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
137	High Tech High Media Arts	Y	Y	Y	Y	Y	Y	Y	Y
138	High Tech High International	Y	Y	Y	Y	Y	Y	Y	Y
139	Endeavor College Preparatory Charter Scho	Y	Y	Y	Y	Y	Y	Y	Y
140	Envision Academy of Arts and Technology High School	Y	Y	Y	Y	Y	Y	Y	Y
141	Aspire Berkeley Maynard Academy	Y	Y	Y	Y	Y	Y	Y	Y
142	Rocklin Academy Turnstone	Y	Y	Y	Y	Y	Y	Y	Y
143	St. HOPE Public School 7 (PS7)	Y	Y	Y	Y	Y	Y	Y	Y
144	Summit Preparatory Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
145	San Diego Cooperative Charter School	Y	Y	Y	Y	Y	Y	Y	Y
146	Alview-Dairyland Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
147	Bert Corona Charter	Y	Y	Y	Y	Y	Y	Y	Y
148	Futuro College Preparatory Elementary Sch	Y	Y	Y	Y	Y	Y	Y	Y
149	Alliance for College Ready High School: College Ready Academy HS #4	Y	Y	Y	Y	Y	Y	Y	Y
150	Glenn County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y

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151	KIPP Adelante Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
152	Aspire Monarch Academy	Y	Y	Y	Y	Y	Y	Y	Y
153	Aspire Rosa Parks Academy	Y	Y	Y	Y	Y	Y	Y	Y
154	Aspire University Public School	Y	Y	Y	Y	Y	Y	Y	Y
155	Aspire River Oaks Charter School	Y	Y	Y	Y	Y	Y	Y	Y
156	Alliance for College Ready High School: William and Carol Ouchi HS	Y	Y	Y	Y	Y	Y	Y	Y
157	Aspire Alexander Twilight College Prep	Y	Y	Y	Y	Y	Y	Y	Y
158	KIPP Academy of Opportunity	Y	Y	Y	Y	Y	Y	Y	Y
159	American Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
160	Golden Feather Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
161	Orange Center	Y	Y	Y	Y	Y	Y	Y	Y
162	High Tech Middle	Y	Y	Y	Y	Y	Y	Y	Y
163	Sherman Thomas Charter School	Y	Y	Y	Y	Y	Y	Y	Y
164	New West Charter Middle School	Y	Y	Y	Y	Y	Y	Y	Y
165	Explorer Elementary Charter School	Y	Y	Y	Y	Y	Y	Y	Y
166	Rocketship Mateo Sheedy Elementary School	Y	Y	Y	Y	Y	Y	Y	Y
167	KIPP L.A. Prep	Y	Y	Y	Y	Y	Y	Y	Y
168	Multicultural Learning Center	Y	Y	Y	Y	Y	Y	Y	Y
169	Golden Valley Charter School of Sacramento	Y	Y	Y	Y	Y	Y	Y	Y
170	Animo Watts Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
171	Health Sciences High and Middle College	Y	Y	Y	Y	Y	Y	Y	Y
172	New Designs Charter School - Watts	Y	Y	Y	Y	Y	Y	Y	Y
173	University Preparatory Academy Charter School	Y	Y	Y	Y	Y	Y	Y	Y
174	Alliance for College Ready High School: College Ready High School #5	Y	Y	Y	Y	Y	Y	Y	Y
175	Impact Academy of Arts and Technology High School	Y	Y	Y	Y	Y	Y	Y	Y
176	Animo Locke Tech Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
177	Valley Arts & Science Academy	Y	Y	Y	Y	Y	Y	Y	Y
178	EJE Elementary Academy	Y	Y	Y	Y	Y	Y	Y	Y
179	Animo Jefferson Charter Middle School	Y	Y	Y	Y	Y	Y	Y	Y
180	Animo Westside Charter Middle School	Y	Y	Y	Y	Y	Y	Y	Y
181	Magnolia Science Academy San Diego	Y	Y	Y	Y	Y	Y	Y	Y
182	School of Unlimited Learning	Y	Y	Y	Y	Y	Y	Y	Y
183	Manzanita Elementary	Y	Y	Y	Y	Y	Y	Y	Y
184	Harriet Tubman Village Charter School	Y	Y	Y	Y	Y	Y	Y	Y
185	Keiller Leadership Academy	Y	Y	Y	Y	Y	Y	Y	Y
186	Aspire Titan Academy	Y	Y	Y	Y	Y	Y	Y	Y
187	Skirball Middle School	Y	Y	Y	Y	Y	Y	Y	Y
188	Magnolia Science Academy - 7	Y	Y	Y	Y	Y	Y	Y	Y
189	Inland Leaders Charter School	Y	Y	Y	Y	Y	Y	Y	Y
190	Aspire Port City Academy	Y	Y	Y	Y	Y	Y	Y	Y
191	King City Joint Union High	Y	Y	Y	Y	Y	Y	Y	Y
192	Manzanita Public Charter School	Y	Y	Y	Y	Y	Y	Y	Y
193	Aspire University Charter School	Y	Y	Y	Y	Y	Y	Y	Y
194	KIPP Bayview Academy	Y	Y	Y	Y	Y	Y	Y	Y
195	Aspire Capital Heights Academy	Y	Y	Y	Y	Y	Y	Y	Y
196	KIPP Bridge Charter School	Y	Y	Y	Y	Y	Y	Y	Y
197	Magnolia Science Academy - 3	Y	Y	Y	Y	Y	Y	Y	Y
198	Aspire Millsmont Secondary Academy	Y	Y	Y	Y	Y	Y	Y	Y
199	Big Valley Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
200	Clay Joint Elementary	Y	Y	Y	Y	Y	Y	Y	Y

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201	Aspire ERES Academy	Y	Y	Y	Y	Y	Y	Y	Y
202	Aspire Millsmont Academy	Y	Y	Y	Y	Y	Y	Y	Y
203	Gateway to College Early High School	Y	Y	Y	Y	Y	Y	Y	Y
204	KIPP Heartwood Academy	Y	Y	Y	Y	Y	Y	Y	Y
205	Valley Preparatory Academy Charter School	Y	Y	Y	Y	Y	Y	Y	Y
206	Everest Public High School	Y	Y	Y	Y	Y	Y	Y	Y
207	KIPP King Collegiate	Y	Y	Y	Y	Y	Y	Y	Y
208	KIPP San Francisco Bay Academy	Y	Y	Y	Y	Y	Y	Y	Y
209	Alliance for College Ready High School: College Ready Academy HS #7	Y	Y	Y	Y	Y	Y	Y	Y
210	Aspire Langston Huges Academy	Y	Y	Y	Y	Y	Y	Y	Y
211	Twin Rivers Charter School	Y	Y	Y	Y	Y	Y	Y	Y
212	River Valley Charter School	Y	Y	Y	Y	Y	Y	Y	Y
213	Iftin Charter School	Y	Y	Y	Y	Y	Y	Y	Y
214	Aspire Vanguard College Prep	Y	Y	Y	Y	Y	Y	Y	Y
215	KIPP San Jose Collegiate	Y	Y	Y	Y	Y	Y	Y	Y
216	Aspire California College Prep Academy	Y	Y	Y	Y	Y	Y	Y	Y
217	Bay Area Technology School	Y	Y	Y	Y	Y	Y	Y	Y
218	Crosswalk High School	Y	Y	Y	Y	Y	Y	Y	Y
219	Aspire Antonio Maria Lugo Academy	Y	Y	Y	Y	Y	Y	Y	Y
220	Sherman Thomas Charter School	Y	Y	Y	Y	Y	Y	Y	Y
221	Sacramento Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
222	Crescendo Charter Preparatory West	Y	Y	Y	Y	Y	Y	Y	Y
223	Aspire Junior Collegiate Academy	Y	Y	Y	Y	Y	Y	Y	Y
224	KIPP Summit Academy	Y	Y	Y	Y	Y	Y	Y	Y
225	Latino College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
226	Learning Works! Charter School	Y	Y	Y	Y	Y	Y	Y	Y
227	University Charter Middle School @ CSU Channel Islands	Y	Y	Y	Y	Y	Y	Y	Y
228	Aspire Huntington Park Charter	Y	Y	Y	Y	Y	Y	Y	Y
229	Animo Locke #3 Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
230	Plumas Charter School	Y	Y	Y	Y	Y	Y	Y	Y
231	Animo Locke #1 Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
232	Yuba City Charter School	Y	Y	Y	Y	Y	Y	Y	Y
233	ARISE High School	Y	Y	Y	Y	Y	Y	Y	Y
234	Crescendo Charter	Y	Y	Y	Y	Y	Y	Y	Y
235	Animo Locke #2 Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
236	Norton Space and Aeronautics Academy	Y	Y	Y	Y	Y	Y	Y	Y
237	Lennox	Y	Y	Y	Y	Y	Y	Y	Y
238	Metropolitan Arts and Technology High School	Y	Y	Y	Y	Y	Y	Y	Y
239	Magnolia Science Academy - 2	Y	Y	Y	Y	Y	Y	Y	Y
240	Animo Film & Theatre Arts Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
241	High Desert Academy	Y	Y	Y	Y	Y	Y	Y	Y
242	College Ready Middle Academy #7	Y	Y	Y	Y	Y	Y	Y	Y
243	Western Sierra Collegiate Academy	Y	Y	Y	Y	Y	Y	Y	Y
244	Equitas Academy Charter School	Y	Y	Y	Y	Y	Y	Y	Y
245	Voices College Bound Academy	Y	Y	Y	Y	Y	Y	Y	Y
246	Arroyo Paseo Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
247	College Ready Middle Academy #4	Y	Y	Y	Y	Y	Y	Y	Y
248	Stone Corral Elementary	Y	Y	Y	Y	Y	Y	Y	Y
249	Monsenor Oscar Romero Charter School	Y	Y	Y	Y	Y	Y	Y	Y
250	San Francisco Sheriff's Dept Five Keys Charter	Y	Y	Y	Y	Y	Y	Y	Y

N u m b e r		Collaboratively determining specific student achievement and program implementation benchmarks in an LEA and working with the State to reach these benchmarks in order to achieve district and statewide goals for student outcomes.	Participating in statewide communities of practice; collaboration with an appropriate partner for capacity building and support; and participate in statewide or regional training opportunities on the four assurance area.	Address Science, TechNlogy, Engineering, and Math (STEM) needs of students and staff by working with industry experts, museums, universities, research centers, and/or other STEM-capable community partners.	Explore innovative uses of technology to improve learning, especially focused on all types of differentiated instruction.	Engage in a concerted effort to improve instruction for English learners, including building communities of practice and sharing promising practices.	Improve the quality of early childhood education by helping students better transition between preschool and kindergarten.	Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools	Develop multiple pathways for students in High School and additional Career Technical Education options.
251	Animo Locke ACE Academy Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
252	Morongo Unified	Y	Y	Y	Y	Y	Y	Y	Y
253	Mountain Peak Charter School	Y	Y	Y	Y	Y	Y	Y	Y
254	Leadership High School	Y	Y	Y	Y	Y	Y	Y	Y
255	Alliance for College Ready High School: Environmental Science and Technology HS #10	Y	Y	Y	Y	Y	Y	Y	Y
256	Alliance for College Ready High School: Media Arts and Entertainment HS #8	Y	Y	Y	Y	Y	Y	Y	Y
257	New Heights Charter School	Y	Y	Y	Y	Y	Y	Y	Y
258	College Ready Academy High School #11	Y	Y	Y	Y	Y	Y	Y	Y
259	Crescendo Charter Preparatory South	Y	Y	Y	Y	Y	Y	Y	Y
260	Newark Unified	Y	Y	Y	Y	Y	Y	Y	Y
261	Enviornmental Charter Middle School	Y	Y	Y	Y	Y	Y	Y	Y
262	Valor Academy Charter School	Y	Y	Y	Y	Y	Y	Y	Y
263	KIPP Empower Academy	Y	Y	Y	Y	Y	Y	Y	Y
264	KIPP Comienza Community Prep	Y	Y	Y	Y	Y	Y	Y	Y
265	Crescendo Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
266	San Francisco Sherrif's Dept Five Keys Charter	Y	Y	Y	Y	Y	Y	Y	Y
267	Alliance for College Ready High School: Health	Y	Y	Y	Y	Y	Y	Y	Y
268	College Ready Middle Academy #5	Y	Y	Y	Y	Y	Y	Y	Y
269	Pathways to College	Y	Y	Y	Y	Y	Y	Y	Y
270	Nova-Academy Early College High School	Y	Y	Y	Y	Y	Y	Y	Y
271	Alliance for College Ready Middle School: Christine O'Donovan Middle School	Y	Y	Y	Y	Y	Y	Y	Y
272	Rocklin Academy Meyers Street	Y	Y	Y	Y	Y	Y	Y	Y
273	KIPP Raices Academy	Y	Y	Y	Y	Y	Y	Y	Y
274	Nova Academy Coachella	Y	Y	Y	Y	Y	Y	Y	Y
275	Oakland Military Institute College Prep	Y	Y	Y	Y	Y	Y	Y	Y
276	Oakland School for the Arts	Y	Y	Y	Y	Y	Y	Y	Y
277	Salinas Union High	Y	Y	Y	Y	Y	Y	Y	Y
278	Ballington Academy for the Arts and Science	Y	Y	Y	Y	Y	Y	Y	Y
279	Urban Discovery Academy (SDUSD)	Y	Y	Y	Y	Y	Y	Y	Y
280	Crescendo Charter Preparatory Central	Y	Y	Y	Y	Y	Y	Y	Y
281	Crescendo Charter Conservatory	Y	Y	Y	Y	Y	Y	Y	Y
282	San Francisco Sherrif's Dept Five Keys Adult	Y	Y	Y	Y	Y	Y	Y	Y
283	Yuba Environmental Science Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
284	Raymond-Knowles Union Elementary	Y	Y	Y	Y	Y	Y	Y	Y
285	Clovis Online School	Y	Y	Y	Y	Y	Y	Y	Y
286	Magnolia Science Academy - 6	Y	Y	Y	Y	Y	Y	Y	Y
287	New Los Angeles Charter School	Y	Y	Y	Y	Y	Y	Y	Y
288	EJE Middle Academy	Y	Y	Y	Y	Y	Y	Y	Y
289	RAAMP Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
290	Magnolia Science Academy - 5	Y	Y	Y	Y	Y	Y	Y	Y
291	Pacific Technology School - Santa Ana	Y	Y	Y	Y	Y	Y	Y	Y
292	Magnolia Science Academy - 4	Y	Y	Y	Y	Y	Y	Y	Y
293	Lewiston Elementary	Y	Y	Y	Y	Y	Y	Y	Y
294	All Tribes Charter School	Y	Y	Y	Y	Y	Y	Y	Y
295	North County Trade Tech High School	Y	Y	Y	Y	Y	Y	Y	Y
296	Willow Creek Elementary	Y	Y	Y	Y	Y	Y	Y	Y
297	Laguna Joint Elementary	Y	Y	Y	Y	Y	Y	Y	Y
298	Klamath River Early College of the Redwood	Y	Y	Y	Y	Y	Y	Y	Y
299	Aspire East Palo Alto Phoenix Academy	Y	Y	Y	Y	Y	Y	Y	Y
300	Pacific Technology School - San Juan	Y	Y	Y	Y	Y	Y	Y	Y

N u m b e r		Collaboratively determining specific student achievement and program implementation benchmarks in an LEA and working with the State to reach these benchmarks in order to achieve district and statewide goals for student outcomes.	Participating in statewide communities of practice; collaboration with an appropriate partner for capacity building and support; and participate in statewide or regional training opportunities on the four assurance area.	Address Science, TechNlogy, Engineering, and Math (STEM) needs of students and staff by working with industry experts, museums, universities, research centers, and/or other STEM-capable community partners.	Explore innovative uses of technology to improve learning, especially focused on all types of differentiated instruction.	Engage in a concerted effort to improve instruction for English learners, including building communities of practice and sharing promising practices.	Improve the quality of early childhood education by helping students better transition between preschool and kindergarten.	Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools	Develop multiple pathways for students in High School and additional Career Technical Education options.
301	Union Joint Elementary	Y	Y	Y	Y	Y	Y	Y	Y
302	Lincoln Elementary	Y	Y	Y	Y	Y	Y	Y	Y
	TOTALS	302	302	302	302	302	302	302	302

Appendix A1.II

Public Schools Accountability Act of 1999



Public Schools Accountability Act of 1999

Public Schools Accountability Act of 1999 (Chapter 3, Statutes of 1999)

PSAA Advisory Committee

Academic Performance Index (API)

Annual Percentage Growth Targets

Statewide
Evaluation

Alternative Accountability System

For small schools and schools with non-traditional student populations; schools with 11 to 99 valid test scores receive an API with an asterisk

**Additional Monetary Awards
Based on API**
Certificated Staff Performance
Incentive Award



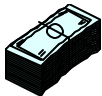
Schools meeting participation and growth criteria are eligible for awards

Schools failing to meet growth targets and in the lower five API deciles are eligible for interventions

Governor's Performance Award (GPA) Program

Immediate Intervention/Underperforming Schools Program (II/USP)

Monetary Awards

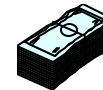


Superintendent's
Distinguished
Schools



Public
commendations
or schools honor
roll

Waiver of
Education
Code
requirements



Schools are selected and receive improvement funding

Local Interventions

Schools failing to meet growth targets after one year of implementation



State Sanctions

Schools failing to meet growth targets after two years of implementation



All schools receiving an API, including those participating in II/USP, are eligible to participate in the awards programs.

California RttT Appendices Page 30

Appendix A1i.I

LEA Memorandum of Understanding

**California's Race to the Top
Participating Local Educational Agency
Memorandum of Understanding**

This Memorandum of Understanding ("MOU") is entered into by and between the State of California, _____ ("Participating LEA") and the President of the Local Teachers Union (if applicable). The Participating LEA County-District-School (CDS) code is: _____. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement all of the State's proposed reform plans ("State Plan" listed in Exhibit I) should the State's application be approved by the U.S. Department of Education (ED).

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA:

1) As a condition for participating in and receiving an allocation of federal funds under the State's Race to the Top program, must enter into an agreement with the State that shall describe more specifically the mutual responsibilities of the State and Participating LEA for planning and implementing the State Plan. The agreement shall include the final scope of work and must be produced in collaboration with the State after participation in statewide conversations with Participating LEAs. The agreement must be provided to the State within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreement shall include a detailed work plan describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with the Participating LEA's preliminary scope of work in this Memorandum of Understanding, with the approved State Plan, and with further guidance that the State may provide. The State shall approve the Participating LEA for funding provided under this MOU based on the scope and quality of the work plan and the Participating LEA's capacity to implement the State Plan and address at the local level significant elements of the State's approved plan in a meaningful and high quality way. The agreement between the State and the Participating LEA shall also detail the State's responsibilities for providing or coordinating technical assistance, professional development, and other support for the Participating LEA in carrying out these functions, and how the State and the Participating LEA activities will be sequenced;

2) Shall implement the Participating LEA Plan as identified in this MOU, including Exhibit I and the agreement to be reached consistent with Section II-A-1 of this agreement; Plan components in Exhibit I require that the Participating LEA shall: a) execute annual evaluations for all teachers and school leaders consistent with Race to the Top guidelines; b) implement a rigorous, transparent and fair teacher and principal evaluation system based on multiple measures rooted in the California Standards for the Teaching Profession (CSTP), of which 30% or greater will be a function of growth in achievement by students as part of a mutually agreed upon evaluation tool; c) use the evaluation system to assess 100% of the teachers and principals in the LEA by SY2013-14 d) use the evaluation system to identify and dismiss ineffective/unsatisfactory teachers in their first 18 months of employment; e) turn around the lowest-achieving schools using one of the four intervention methods outlined in the Race to the Top Application Guidance (See Attachment 2.) and f) participate for the full grant period of four years.

3) Shall, over the course of the project, work in good faith with the State and other Participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Shall actively participate in all mandatory, California-relevant convenings, communities of practice, or other practice-sharing Race to the Top events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");

5) Shall post to any website specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Shall participate, as requested, in any evaluations of this grant conducted by the State or ED;

7) Shall be responsive to lawful State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Shall participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans; and

9) Shall within 30 days or less as required under federal reporting requirements, promptly and transparently respond to requests for information regarding the use and distribution of funds.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees

under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State shall:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the Participating LEA Plan as identified in Exhibit I and in the agreement to be developed under Section II-A-1 above;
- 2) Timely distribute the Participating LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the Participating LEA's approved work plan described in Section II-A-1 above;
- 3) Provide feedback on the Participating LEA's status updates, annual reports, any interim reports, and project plans and products within 30 days of receipt;
- 4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above; and
- 5) Provide timely and transparent reporting on the use of Race to the Top funds.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA shall collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.
- 2) The State and the Participating LEA shall each appoint a key contact person for the Race to the Top grant.
- 3) These key contacts from the State and the Participating LEA shall maintain frequent communication to facilitate cooperation under this MOU.
- 4) State and Participating LEA grant personnel shall work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 5) State and Participating LEA grant personnel shall negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the Participating LEA Plan requires modifications.

D. STATE RECOURSE FOR PARTICIPATING LEA NON-PERFORMANCE

If the State determines that the Participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State shall provide the LEA with a 30 day notice to cure. The LEA may request additional time to cure and the State shall not unreasonably deny such request. Should the Participating LEA continue in violation after receiving the notice to cure, grantee shall take appropriate enforcement action, which could include a collaborative process between the State and the Participating LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the Participating LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and shall work to implement the entire State Plan, as defined by the State, and consistent with Exhibit I;
- 3) Shall provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above if the State's application is funded; shall do so in a timely fashion but no later than 90 days after a grant is awarded; and shall enter into an agreement with the State consistent with Section II-A-1 above; and
- 4) Shall comply with all of the terms of the Grant, the State's subgrant applicable to Participating LEAs, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties to this MOU, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon written, duly authorized mutual agreement of the parties, whichever occurs first.

Please submit a statement of intent to participate by May 19, 2010 by e-mail to mou@ose.ca.gov

Please submit a copy of the signed MOU in PDF format by e-mail to mou@ose.ca.gov on or before May 21, 2010.

VI. SIGNATURES

Participating LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable- if decline to sign, please indicate “declined to sign”):

Signature/Date

Print Name/Title

Local Teachers Union President (if applicable-if decline to sign, please indicate “declined to sign”):

Signature/Date

Print Name/Title

Authorized State Official (required)

By its signature below, the State hereby accepts the Participating LEA as a Participating LEA.

Signature/Date

Print Name/Title

Please indicate here if you have altered this document in any way.

☐

Please indicate here if this MOU is being submitted for a non-direct-funded charter school

☐

Please indicate here if this MOU is a resubmission with a brief explanation

☐

Explanation:_____

Please print the name, title and email address of the individual submitting the MOU document:

Name:_____

Title:_____

Email:_____

Phone:_____

Exhibit I: PRELIMINARY SCOPE OF WORK

The Local Educational Agency (Participating LEA) hereby agrees to fully participate in implementing the following portions of the State Plan:

- A. Standards and Assessments – Participating LEA Participation Required – RTTT Section (B)(3)
- 1) Implement the California Standards faithfully until adoption and implementation of the Common Core Standards and the California preschool foundations for preschool through grade 12.
 - a. Participating LEA shall use frameworks aligned to California Standards in core academic subjects.
 - b. Participating LEA shall provide professional development (PD) to teachers on how to use frameworks aligned to California Standards in core academic subjects.
 - c. Participating LEA shall track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the qualitative (rubric-based) teacher evaluation tool.
 - 2) Support the State in future rollout and implementation of Common Core Standards.
 - a. Participating LEA shall align PD programs at the Participating LEA to include PD on new standards and effective delivery of new standards.
 - b. Participating LEA shall track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the qualitative (rubric-based) teacher evaluation tool.
 - 3) Commit to an assessment plan aligned to California Standards and use assessment results to inform curriculum, modify instruction in real time and execute programmatic and individual interventions.
 - a. Participating LEA shall systematically implement a system of formative and benchmark assessments to be used by teachers, principals, etc.
 - b. Participating LEA shall put in place or maintain a system to track, analyze, and use assessment results.
 - c. Participating LEA shall provide PD to teachers on how to use formative, benchmark, and summative assessments data to modify instruction and to increase student learning.
 - d. Participating LEA shall implement a system of articulation between preschool and the primary grades that would use the assessment information from the California Desired Results system to inform instruction as children transition from preschool.
 - 4) Establish a common planning time for teachers at all schools.
 - a. Participating LEA may organize common planning by:
 1. Grade level, and/or
 2. Subject area
 - b. Participating LEA shall focus common planning time on tasks that include, but are not limited to, curriculum mapping, collaborative grading, examination of student work, and data-driven analyses of student learning

(e.g. using assessment data to modify instruction and develop individual interventions).

- 5) Support and expand options for rigorous STEM-related courses including AP, IB, AICE, and dual enrollment, as well as high school career and technical programs.
 - a. The Participating LEA shall implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering and/or mathematics (STEM).
 1. The Participating LEA shall pay, or secure payment for, the industry certification examination for graduates of these career and technical programs.
 - b. The Participating LEA shall increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.
 - c. The Participating LEA shall ensure that each school possesses the necessary technology, including hardware, connectivity, and information infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and student learning.

B. Data Systems to Support Instruction Beginning at Pre-K – Participating LEA Participation Required – RTTT Section (C)(2) and (C)(3)

- 1) Accessing and using State data.
 - a. The Participating LEA shall provide input to the implementation team throughout the process of developing and refining user-friendly interfaces (front-end systems) that shall allow Participating LEAs to access relevant state, district, school, teacher and student data (with different reports/level of access for each audience).
- 2) Increasing acquisition, adoption, and use of local instructional improvement systems.
 - a. The Participating LEA shall ensure that any instructional improvement system in place is being used by every teacher and administrator.
 - b. The Participating LEA shall purchase and implement instructional improvement systems where needed, if the Participating LEA does not already have one.
 - c. The Participating LEA shall collaborate with the State to identify funds for equipment to host existing instructional improvement systems.
 - d. The Participating LEA shall provide data coaches to implement a wide range of comprehensive assessment tools that match local curriculum and instruction.
- 3) Provide effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data systems.
 - a. The Participating LEA shall provide effective professional development to teachers and principals on the use of state-level data and local data (e.g. summative assessment data, formative and benchmark assessment data).
 - b. The Participating LEA shall provide effective professional development to teachers and principals on the use of any instructional improvement system in place in the Participating LEA (including any reporting tools or dashboards).
 - c. The Participating LEA shall provide data coaches to train school staff to use assessment data to inform instruction that is aligned with student performance levels and grade-level expectations.
- 4) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers.
 - a. The Participating LEA shall provide data requested by the U.S. Department of Education (ED) to support the ED's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for the education of different types of students and to help drive educational decisions and policies.
 1. The Participating LEA shall continue to collect and provide data to the ED as defined by current data collection.
 2. The Participating LEA shall provide new data to the ED as defined/agreed to through collaborative discussions between the State and Participating LEAs and as approved by the Participating LEA to ensure the protection of student and employee rights to privacy.

C. Great Teachers and Leaders – Participating LEA Participation Required – RTTT Section (D)(2), (D)(3), (D)(5)

1) Develop evaluation systems which shall be comprised of several components, including: a) qualitative measures, b) a quantitative measure focused on student achievement (based on growth models), and c) other measures relating to student achievement.

- a. Participating LEAs shall establish a statewide advisory group of stakeholders, including the State, to develop an agreed-upon model for measuring student growth.
 - i. Participating LEAs shall use a common Technical Advisory Committee as determined by the Race to the Top Executive Director (TAC) of researchers and experts on student outcome measurement to provide advice and expertise in the development of these student growth measures. The TAC shall also address strategies for linking student growth data to individual teacher data in order to provide estimates of teacher impact.
 - ii. The TAC shall draft an implementation strategy that accounts for the need for better-aligned standardized assessments for some non-core subjects and some grade levels. As needed, alternative student growth measures shall be developed for teachers in the currently non-tested subjects and grades for use no later than SY2013-2014.
 - iii. All measures/components of the multi-measure evaluation system, except for the student growth model, shall be operational by SY 2011-2012.
 - iv. The student growth model shall be determined by SY 2011-2012, but for purposes of pilots and further trials, this data shall not have a weight in summative evaluations until SY 2012-2013.
 - v. For currently non-tested grades and subjects, including preschool, some measures of student growth may not be fully implemented until SY2013-2014 as these assessments are not yet developed.
- b. The Participating LEA shall design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple measures that take into account data on student growth (as defined in the Race to the Top notice) as a significant factor, (b) include success in closing achievement gaps as a priority area, and (c) are designed and developed with teacher and principal involvement.
 - i. The Participating LEA shall adopt an evaluation system based on the state framework in which the quantitative student growth component shall constitute at least 30 percent of the overall teacher and leader effectiveness measures.
 - ii. By August 2011, the Participating LEA shall develop and pilot other quantitative measures of student engagement and achievement and/or parent satisfaction. Examples include, but are not limited to: student surveys and parent/guardian surveys.
 - iii. By August 2011, the Participating LEA shall develop and pilot other quantitative measures that shall be included in the calculation of teacher

and leader effectiveness measures. Examples include, but are not limited to: earned student grades, teacher attendance, student attendance, and student graduation rates.

- iv. By August 2011, the Participating LEA shall identify additional qualitative components of the multi-measure evaluation system, which may include but are not limited to: teacher and principal self-evaluations, evaluation of teacher and principal commitment to collaboration with the school community, and classroom observations

2) Participating LEAs as a group will adopt evaluation measures, anchored in the California Standards for the Teaching Profession (CSTPs for teachers and CSPELs for Principals), which will ensure consistency and comparability across Participating LEAs.

- a. Participating LEAs as a group will develop multiple measures for evaluating teacher and principal effectiveness based, in part, on student achievement data, observations by administrators, accomplished educators, etc. Every teacher who has direct interaction with students shall be evaluated using the measurements defined by a student growth model which will be used in evaluation systems as described in section 3b below.
 - i. In the area of observational rubrics and protocols, each LEA will commit to using a robust approach that (1) has been validated by research, (2) is well aligned with the CSTPs, (3) has been developed, adopted or adapted with input from teachers and leaders on the ground, and (4) is developmental, identifying at least four levels of effectiveness (from least effective to most effective)
- b. Initial development and trials of components of the system will begin in SY 2010-2011, concurrent with the development of the student growth model.
- c. Implementation of the new evaluation system, including a measure of student growth, will be piloted in a minimum of 20% of schools in Participating LEAs in SY2011-12 and a minimum of 60% of schools in Participating LEAs in SY2012-2013.
- d. This evaluation system will be used to assess 100% of the teachers, principals, and site administrators in the Participating LEAs by SY2013-14.
- e. The evaluation system developed by the Participating LEAs will serve as a model that can be implemented statewide.

3) The evaluation system developed by the Participating LEAs will generate a teacher effectiveness rating for each teacher and a leader effectiveness rating for each principal.

- a. The Participating LEAs will collect summative evaluation data on their teachers to feed the student achievement component of the evaluation framework.
- b. The Participating LEAs will collect summative evaluation data on their principals to feed the student achievement component of the evaluation framework.
- c. Teacher and principal effectiveness ratings will be submitted by each LEA to the Race to the Top Implementation Team.

- d. The Participating LEAs will share information with Institutions of Higher Education (IHEs) on the performance of their graduates to inform the improvement of teacher preparation programs.
- e. The Participating LEAs shall request evaluation information from teachers or principals seeking employment from other LEAs.
- f. The teacher and leader effectiveness ratings will be made public consistent with the requirements of the Race to the Top grant to be used for research and decision-making purposes, including, but not limited to: allocation of resources to support districts in teacher development; evaluation and credentialing of teacher preparation programs; development of models for assuring equitable distribution of effective teachers; and legislative pursuits to improve the teacher and learning environment.

4) Clear expectations shall be set for teachers and principals in terms of performance, and effective supports shall be provided to teachers and principals to help them meet performance requirements.

- a. A teacher or principal who is rated ineffective / unsatisfactory must improve or be removed from their position within two years.
 - i. A system of graduated interventions and supports shall be offered as soon as the teacher or principal is identified, up to the conclusion of the two-year period. Strategies employed as part of this intervention and support period may include Peer Assistance and Review and/or other approaches as defined by the Participating LEA, especially those that leverage the expertise and coaching of proven, mentor teachers.
 - ii. If a teacher or principal is identified as ineffective for two years consecutively, he or she shall be dismissed from his/her position.
- b. The Participating LEA shall conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, the Participating LEA shall provide teachers and principals with data on student growth for their students, classes and schools.
 - i. The Participating LEA shall share all data with teachers relevant to their summative annual evaluations (based upon the evaluation system adopted by the Participating LEA).
 - ii. The Participating LEA shall share all data with principals relevant to their summative evaluations (based upon the evaluation system adopted by the Participating LEA).
 - iii. The Participating LEA shall work with other Participating LEAs and with the State to develop a method of feedback by which the success of the evaluations (at setting goals and targets, providing feedback, etc.) shall be measured.
- c. The Participating LEA shall provide effective, data-informed professional development, coaching, induction and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded.
 - i. The Participating LEA shall provide training on establishing professional learning communities, with the recognition that shared accountability

among teachers is a critical component to building a healthy school culture.

- ii. The Participating LEA shall develop clear internal PD priorities to provide a framework within which targeted PD programs for teachers and principals can be delivered.
 - iii. The Participating LEA shall align PD programs with (1) CSTPs and California Professional Standards for Educational Leaders (CPSELs), and; (2) shall be informed by the California Content Standards (and ultimately the Common Core Standards). The Participating LEA shall design PD based on the principles of effective PD and focus on the effective delivery of content standards in the classroom and the use of assessments data (formative, benchmark and summative) to modify instruction and increase student learning.
 - iv. The Participating LEA shall work in collaboration with universities to ensure teacher preparation programs and the Participating LEA are all aligned with CSTPs, the TPA, FAST, and with the measures of teacher effectiveness defined by the new evaluation model.
 - v. The Participating LEA shall establish common planning time for teachers at all school levels. Common planning time should include but is not limited to a focus on curriculum mapping, collaborative grading, examination of student work and data-driven evaluations of student learning.
- d. The Participating LEA shall use the evaluation system in conjunction with available data systems to identify and dismiss ineffective/unsatisfactory teachers in their first 18 months of employment.

5) Teacher and leader evaluation systems shall be used to inform management decisions about professional development.

- a. The Participating LEA shall develop, implement, and monitor criteria and priorities for PD in order to provide a framework for targeted teacher and principal PD programs.
- b. The Participating LEA central office staff shall work with principals to ensure they have a strong understanding of PD opportunities at the district level and to ensure that they have the information on how to translate evaluation data into targeted PD recommendations for better teaching.
- c. The Participating LEA central office shall work with teachers to ensure they understand PD options and know what kind of PD they may need to improve their teaching.

6) Evaluation data shall be used to inform management decisions about compensating, promoting, and retaining teachers and principals.

- a. The Participating LEA agrees that a record of effectiveness shall be the single greatest determining factor in educators' access to promotional opportunities and advanced career pathways.
- b. The Participating LEA shall pilot site-based alternative compensation schemes that are based on the evaluation data.

- c. High-poverty and/or high-minority schools with a track record of successfully closing achievement gaps and raising overall achievement shall receive additional resources. These resources shall be targeted by the Participating LEA toward recognizing and rewarding effective schools.
 - d. The Participating LEA shall set policies designed to retain teachers and principals who have records of effectiveness, as demonstrated through the evaluation processes.
 - e. The Participating LEA shall develop opportunities for teachers and leaders that allow teachers and leaders to take on additional responsibilities for additional pay, while remaining in the classroom or school site. Such opportunities might include:
 - Peer reviewer
 - Participation in leader evaluation
 - Content coaches
 - Data coaches
 - Mentors
- 7) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.**
- a. The Participating LEA shall develop a plan to use teacher and principal effectiveness ratings to inform strategic placement and transfer decisions within the Participating LEA to ensure students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals.
 - b. The Participating LEA shall use teacher and principal effectiveness ratings to evaluate teacher and principal leadership preparation programs and to guide and refine their recruitment, selection, and hiring practices.
 - c. The Participating LEA may consider compensation incentives to attract effective teachers to teach in high-poverty and/or high-minority schools in order to compensate for the additional work that may be required in those schools.
- 8) Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas, including: mathematics, science, special education, language instruction educational programs (defined under Title III of the ESEA) and other hard-to-staff areas identified by the State or the Participating LEA.**
- a. The Participating LEA shall implement recruitment strategies to increase the pool of teachers available in the district in these subject areas.
 - b. The Participating LEA may consider recruitment and retention incentives to attract and retain effective teachers in hard-to-staff subjects, especially in high-poverty and/or high minority schools.
 - c. The Participating LEA shall implement targeted professional learning that supports effective teachers in teaching hard-to-staff subjects, especially in high-poverty and/or high minority schools (additional support may be available to teachers placed through an internship program).

D. Turning Around the Lowest Achieving Schools – Participating LEA Participation Required – RTTT Section (E)(2)

For the purposes of this grant, a “lowest-achieving school” is a school in the bottom 5% of schools, statewide. If the Participating LEA has schools that have been identified as one of the “lowest-achieving schools” prior to the execution of the MOU, the Participating LEA agrees to implement the following portions of the State Plan:

- 1) Use incremental resources, made available to the Participating LEA by the State through the Race to the Top grant or School Improvement Grant under the assurance of **“Turning Around Lowest Achieving Schools,” for the purposes outlined in this MOU** including, but not limited to:
 - a. Personalized professional development for teachers and principals.
 - b. Credit recovery services.
 - c. Potential partnerships with local organizations to deliver innovative programs or courses.
 - d. Extended day/year opportunities for student subgroups.
 - e. Additional teacher and principal financial incentives, when appropriate.
- 2) Agree to use one of the four intervention models identified in the Race to the Top Grant in the persistently lowest-achieving schools in the Participating LEA as determined by the State.
- 3) Agree to a rigorous review of existing resource allocations in the first year of the turnaround plan to ensure that existing resources are being deployed with maximum impact and to ensure financial sustainability of any new programs by the time the **State’s bridge funding ceases (after four years)**.
 - a. The Participating LEA shall engage State-selected vendors or other approved vendors to conduct rigorous resource allocations analysis.
 - b. The Participating LEA shall utilize analysis findings and recommendations to free up internal resources, over the grant period of four years.
- 4) **Work towards accomplishing the “conditions for success” to be created by the State.**
 - a. The State shall develop a research-based checklist of Participating LEA conditions that are critical for school turnaround. The Participating LEA should identify the conditions which are most critical to turning around its lowest performing schools and work to improve these conditions.
 - b. This checklist may include:
 1. Participating LEA establishment of goals for student achievement
 2. Common pedagogical vocabulary
 3. A systematic approach to instruction
 4. Articulation and alignment of feeder preschool programs to K-3
 5. The establishment of Professional Learning Communities
 6. Other conditions listed in Section D(1), D(5), D(6), D(8) and D(10) of this Exhibit (I).
- 5) Participating LEAs with the lowest performing schools shall have support to form partnerships with successful LEAs to improve instruction and leadership.

- a. The State shall use data collected through the system described in section C(2) above to identify high performing LEAs, schools, leaders, and teachers. The State shall use this information to suggest model LEAs to those Participating LEAs with the lowest performing schools based upon the need and demographics of Participating LEAs.
 - b. Participating LEAs with the lowest performing schools may collaborate with the State and successful LEAs to set up a partnership, taking care to ensure that successful LEAs are not overburdened by partnerships and are positioned to advise other LEAs on their specific areas of weakness.
 - c. Participating LEAs in partnerships shall work with their partner LEA to identify reform areas and shall plan implementation strategies for reforms based on the expertise of the partner LEA.
 - d. The State shall use information described in section C(2) above, along with program and best-practices data reported by Participating LEAs to the State, to create a clearinghouse of practices for Participating LEAs to use to research turnaround practices and LEA experts in specific practice areas.
 - e. Participating LEAs in partnerships may exchange personnel under a plan aimed at training key individuals, building capacity, and providing more intensive advising.
- 6) Establish fellows programs at the lowest performing schools to build capacity.
- a. Participating LEAs with proven effective leadership in their lowest performing schools may place support leadership personnel (e.g. Assistant Principals) under the mentorship of these leaders through a program meant to teach applied lessons for turning around lowest performing schools.
 - b. Participating LEAs without proven effective leadership may create a program to use proven leaders from other LEAs to coach principals at the lowest performing schools. Coaches may come from partner LEAs as described in section D(4) above or from non-partner LEAs with proven leaders.
- 7) Maintain or place a high-performing principal at the head of each low-performing school with autonomy over budgets.
- 8) The Participating LEA shall pursue meaningful partnerships to advance applied learning opportunities including, but not limited to:
- a. Internships for students with local businesses, non-profits, government agencies.
 - b. Partnerships with universities and colleges.
 - c. Partnerships with national organizations.
 - d. Partnerships with early childhood education agencies
- 9) Increase learning time for those students or student subgroups that need additional time.

- a. Student subgroups in need of additional supports/time shall be identified by the Participating LEA as part of initial Participating LEA diagnostics.
- b. The Participating LEA and/or its schools shall have flexibility in how to expand time. Options include, but are not limited to:
 - 1. Before- and after-school classes/activities.
 - 2. Saturday school
 - 3. Summer school
 - 4. “Twilight” school
 - 5. Full-day Kindergarten
- c. The Participating LEA and/or its schools shall have flexibility in how to use expanded time and how to apply to subgroups of students. The Participating LEA may use any or all of the following methods:
 - 1. Increasing amount of time devoted to teaching the core subjects which the Participating LEA/school has identified as most needed.
 - 2. Expanded learning blocks to allow teachers time to teach through hands-on, interactive projects.
 - 3. Integrated enrichment opportunities such as robotics, forensics, music, ceramics, video production, and athletics.
 - 4. Focusing on skills necessary for career-readiness or other post-secondary skills.

10) The Participating LEA shall implement the California Standards faithfully and use frameworks aligned to these Standards in core academic subjects.

11) The Participating LEA shall commit to an assessment plan aligned to State standards and use assessment results to inform curriculum, instruction and individual interventions.

- a. Schools implement systematically a system of formative and interim assessments.

- b. Schools have a system in place to track, analyze, and use assessment results

12) The Participating LEA shall make use of the resources provided and developed by the State to perform outreach and planning with parents, teachers, leaders and community members, including institutions of higher education.

E. State-Local Collaboration – Participating LEA Participation Required

1) The Superintendent of Public Instruction, the Office of the Secretary of Education, the President of the State Board of Education, and members of the California Collaborative on School District Reform, together shall agree on the composition of the Board of Directors, of which a majority will be practicing superintendents. This Board of Directors will oversee the implementation team of the Race to the Top plan in California.

- a. The Participating LEA agrees to comply with all lawful reporting and access requests by the Board of Directors for the purposes of evaluating Participating LEA-compliance with the terms set forth in the Race to the Top Memorandum of Understanding and this Exhibit (I).

F. Additional Commitments

- 1) The Participating LEA shall make it a priority to improve instruction for English learners (EL), including building communities of practice and sharing promising practices.
 - a. Participating LEAs that choose to pursue EL instruction as a priority area shall be given support by the State in identifying other Participating LEAs engaged in EL instruction.
 - b. The State shall support Participating LEAs in the area of EL instruction by facilitating data sharing, personnel training, and instructional program purchasing.
- 2) The Participating LEA shall make it a priority to improve the quality of early childhood education by helping students better transition between preschool and kindergarten.
- 3) The Participating LEA shall make it a priority to build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools.
- 4) The Participating LEA shall make it a priority to develop multiple pathways for students in high school, including the development of additional Career Technical Education options.
- 5) The Participating LEAs shall make it a priority to establish and/or improve upon programs to engage parents as partners to support student learning and success.

Appendix A1iib.I

Summary Table for (A)(1)(ii)(b)

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	302	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	302	100%
(ii) Professional development on use of data	302	100%
(iii) Availability and accessibility of data to researchers	302	100%
(iv) Using formative assessments	302	100%
(v) Collecting and providing data elements required by Race to the Top	302	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	302	100%
(ii) Design and implement evaluation systems	302	100%
(iii) Conduct annual evaluations	302	100%
(iv)(a) Use evaluations to inform professional development	302	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	302	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	302	100%
(iv)(d) Use evaluations to inform removal	302	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	302	100%
(ii) Hard-to-staff subjects and specialty areas	302	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	302	100%
(ii) Measure effectiveness of professional development	302	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	302	100%
(E)(3) For all LEAs, document LEA turnaround efforts to assist low-performing schools	302	100%
State-Local Collaboration		
Collaboratively determining specific student achievement and program implementation benchmarks in an LEA and working with the State to reach these benchmarks in order to achieve district and statewide goals for student outcomes	302	100%
Participating in statewide communities of practice; collaboration with an appropriate partner for capacity building and support; and participate in statewide or regional training opportunities on the four assurance area	302	100%
Voluntary Elements of State Reform Plans		
Address Science, TechNlogy, Engineering, and Math (STEM) needs of students and staff by working with industry experts, museums, universities, research centers, and/or other STEM-capable community partners.	302	100%
Explore innovative uses of technology to improve learning, especially focused on all types of differentiated instruction.	302	100%
Engage in a concerted effort to improve instruction for English learners, including building communities of practice and sharing promising practices.	302	100%
Improve the quality of early childhood education by helping students better transition between preschool and kindergarten.	302	100%
Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools.	302	100%
Develop multiple pathways for students in High School and additional Career Technical Education options.	302	100%

Appendix A1iic.I

Summary Table for (A)(1)(ii)(c)

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures	41		
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	302	302	100%
President of Local School Board (or equivalent, if applicable)	259	284	91%
Local Teachers' Union Leader (if applicable)	41	123	33%

Appendix A1iii.I

Summary Table for (A)(1)(iii)

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	302	1,729	17.5%
Schools	2,602	10,225	25.4%
K-12 Students	1,733,458	6,252,031	27.7%
Students in poverty	1,167,436	3,271,334	35.7%

Appendix A1iiiib.I

Overview of California's 2009-10 Accountability Progress Reporting System

May 2010

Overview of California's 2009–10 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and boards of education at local educational agencies (LEAs) in understanding academic accountability requirements in California.

California's comprehensive accountability system monitors the academic achievement of all the state's public schools, including charter schools, and LEAs that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the Elementary and Secondary Education Act (ESEA).

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The table below shows the reports included in APR for 2009–10. State-required reports include Base and Growth Academic Performance Index (API) results. Federal-required reports include Adequate Yearly Progress (AYP) and Program Improvement (PI) results. The reports are located on the CDE APR Web page at <http://www.cde.ca.gov/ta/ac/ar/>.

2009–10 APR System

State Accountability Requirements	Federal Accountability Requirements
<ul style="list-style-type: none">2009 Base API Report (release May 2010)2010 Growth API Report (release August 2010)	<ul style="list-style-type: none">2010 AYP Report (release August 2010)2010–11 PI Report (release August 2010)

State Accountability Requirements

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and

growth of schools. Each school has unique API growth targets (described on page 3).

Test Results Used in the API

California's accountability system measures the performance and progress of a school or LEA based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The left column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in the API.

Relative Emphases of Tests Used in the API

The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The following table shows the relative emphases of different content areas in the API for the most common school types.

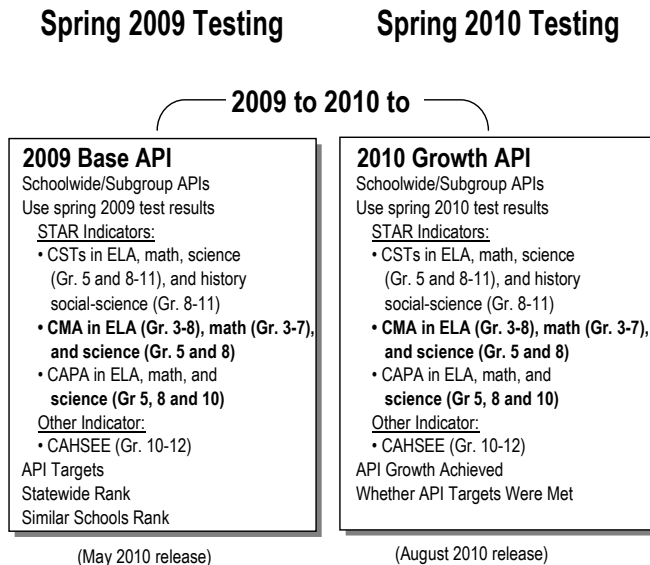
School Content Area Weights for the Most Common Grade Spans, 2009–10 API

Content Areas	K–5	6–8	9–12
CSTs, CMA, and CAPA			
English–Language Arts	56.5%	51.4%	27.1%
Mathematics	37.6%	34.3%	18.1%
Science	5.9%	7.1%	22.9%
History–Social Science	N/A	7.1%	13.9%
CAHSEE			
English–Language Arts	N/A	N/A	9.0%
Mathematics	N/A	N/A	9.0%

Note: Assumes an equal number of valid scores at each grade level and no missing data.

Base and Growth APIs

The API is a numeric index (or scale) ranging from 200 to 1000. Schools receive state-required accountability information in API reports. In order to allow for phase-in of new indicators, each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing. For example, the 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010. The Growth API, released after the Base API, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but from test results of the following year. For example, the 2010 Growth is calculated from results of statewide testing in spring 2010 and is released in September 2010. **The year of the API corresponds to the year of testing:**



API Reporting Cycles

The graphic on the left shows the 2009–10 API reporting cycle. The indicators are the same for the Base and Growth APIs, but the 2009 Base includes 2009 test results whereas the 2010 Growth includes 2010 test results. The 2009 Base API is subtracted from the 2010 Growth API to show how much a school's API changed from 2009 to 2010 (referred to as 2009–10 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met. Detailed information about the API calculation is provided in the *2009–10 Academic Performance Index Reports Information Guide* and in the "Calculation Spreadsheets Base and Growth," which allow users to estimate the APIs of their schools. These documents are located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

State Test Results Used in API and AYP Calculations

Academic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Tests (CSTs)	
English–language arts, mathematics, history-social science, and science ▪ Grades two through eleven	English–language arts and mathematics ▪ Grades two through eight
California Modified Assessment (CMA)	
English–language arts, mathematics, and science ▪ Grades three through eight	English–language arts and mathematics ▪ Grades three through eight
California Alternate Performance Assessment (CAPA)	
English–language arts, mathematics, and science ▪ Grades two through eleven	English–language arts and mathematics ▪ Grades two through eight and ten
California High School Exit Examination (CAHSEE)	
English–language arts and mathematics ▪ Grade ten (and eleven and twelve if the student passed) ▪ Passed = score of 350 or above	English–language arts, including a writing assessment, and mathematics ▪ Grade ten ▪ Proficient = score of 380 or above

Notes: More information about these tests is located on the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/>. The CSTs, CMA, CAPA, and CAHSEE are aligned to state-adopted standards, which describe the knowledge and skills that students should master at each grade level. The CMA is based on modified achievement standards and was developed in response to federal regulations. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications. The CSTs in history–social science are only included for grades eight through eleven. The CSTs in science are only included at grades five and eight through eleven. CAPA in science is only included at grades five, eight, and ten (life science). The CMA in science is only included at grades five and eight.

API Growth Targets

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. (Subgroups are defined on page 4.) The annual growth target for a school or subgroup is defined as follows:

- If the school's or subgroup's Base API is between 200 and 690, the growth target is five percent of the difference between its Base API and the statewide performance target of 800.
- If the school's or subgroup's Base API is between 691 and 795, the growth target is a gain of five points.
- If the school's or subgroup's Base API is between 796 and 799, the growth target is the following:
 - API of 796 – a gain of four points
 - API of 797 – a gain of three points
 - API of 798 – a gain of two points
 - API of 799 – a gain of one point
- If the school's or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

API Ranks

API ranks are provided in the Base API reports. Schools are ranked in ten categories of equal size, called deciles, from 10 (highest) to 1 (lowest). A school's **statewide** rank compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A school's **similar schools rank** compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.

Statewide Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, or high school) ■ School's API compared to all other schools in the state of the same type 	<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, or high school) ■ School's API compared to 100 other schools of the same type that have similar opportunities and challenges

LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. (Asterisks denote APIs and ranks that are based on small numbers of test results. These APIs and ranks are less reliable and, therefore, should be carefully interpreted.)

How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under ESEA. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Awards School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal ESEA requirements, the API is one of the indicators for AYP.

Federal Accountability Requirements

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under ESEA is for 100 percent of students to achieve proficiency in English–language arts and mathematics by 2013–14.

Federal AYP

Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). ESEA requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2013–14 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The right column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations.

AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type (see the table on page 4). The requirements include: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English–language arts and mathematics on statewide tests; (3) Growth API; and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements.

Statewide AYP Requirements for 2009–10 School Year

Type of School or LEA	Participation Rate*	Percent Proficient in English–Language Arts*	Percent Proficient in Mathematics*	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	56.8%	58.0%	680 or 1 point growth	N/A
High Schools and High School Districts (with grades 9–12)		55.6%	54.8%		83.2% or +0.1% one-year change
Unified School Districts, High School Districts, and County Offices of Education (with grades 2–8 and 9–12)		56.0%	56.4%		+0.2% two-year change

* Numerically significant subgroups also must meet participation rate and percent proficient requirements.

These 2009–10 AYP requirements reflect increases from the prior year. AYP targets will continue to increase annually until 2014. A complete listing of all AYP targets for 2002 through 2014 are shown on pages 22 through 24 in the *2009 Adequate Yearly Progress Report Information Guide*, December 2009 revision on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal PI

Federal accountability results, reported in August, also include information about whether a school or an LEA receiving federal Title I, Part A, Basic, funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas.

Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. If a school or an LEA is identified for PI, it must provide certain types of required services and/or interventions. Information about PI reports and identification is located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. Information about PI required services and/or interventions is located on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Subgroups for API and AYP

Subgroup results for API and AYP are calculated for the following categories:

- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

To be considered "numerically significant" for the API, a subgroup must have **either**: (1) at least 50 students with valid test scores who make up at least 15 percent of the total valid scores, or (2) at least 100 students with valid test scores.

In determining percent proficient calculations under AYP, the definition of numerical significance is the same as the API definition. However, in determining participation rate calculations under AYP, the definition is based on enrollment rather than the number of valid scores.

API Differs in State and Federal Criteria

The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain a score of 800 or above. To meet federal AYP criteria, a school or an LEA must have a minimum API or have at least one point growth in the schoolwide API. This is in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

Federal Requirements for English Learners

ESEA also requires LEAs and Title III consortia that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). Separate from the AYP and PI reports, the Title III Accountability Report is released in September and provides results of how well LEAs and consortia met the Title III accountability targets.

Frequently Asked Questions

What measure is the most important—growth or performance?

Both measures are important for evaluating a school's academic achievement. The percentage of students' test scores at the proficient level or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. API growth measures the change in academic achievement for students from one year to the next. Even a school with 90 percent or more of its students' scores at the proficient level or above has room for students to grow academically each year.

How can a school be high performing for the API and not make AYP?

Although a school could have high API growth and/or performance, it could fall short on participation rate, percent proficient, or graduation rate (if it enrolls high school students) and not make AYP. This is because criteria for API and AYP are different.

The API measures a school's composite academic growth from one year to the next. A school and its numerically significant subgroups must meet API growth targets (up to 11 criteria) annually.

AYP measures school performance differently. To meet AYP, a school and LEA as well as subgroups must meet established performance targets, annually.

How do the state content standards fit into accountability?

The State Board of Education has adopted state content standards to encourage the highest achievement of the students, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The API and AYP are calculated from the results of statewide testing that is aligned with those content standards.

How does the API model fit with federal AYP requirements?

The API functions as a catalyst for significant improvements in student achievement. In addition, federal AYP requirements provide incentives for schools and LEAs to strive toward increasing the numbers of students who reach proficiency. These combined goals are working to move California toward the elimination of achievement gaps between student subgroups.

How can high-performing schools still meet their growth targets year after year?

While it may seem more difficult for schools with a high percentage of students' scores at the proficient level or above to continue meeting growth expectations, it is possible for them to do so. Even if all students in a

school scored at the proficient level or above last year, those same students are challenged by new material the following year (in the next grade level). The growth measure provides students with an opportunity to demonstrate growth as they learn new material.

What happens to low-performing schools?

There are a number of different state and federally funded programs and resources available to low-performing schools to assist them in their improvement efforts. Information about these programs can be found on the CDE High Priority/Interventions Web page below.

Additional Information

The following CDE resources provide further information about the state and federal accountability system:

- **API** — <http://www.cde.ca.gov/ta/ac/ap/>
phone: 916-319-0863
e-mail: aauc@cde.ca.gov
- **AYP** — <http://www.cde.ca.gov/ta/ac/ay/>
phone: 916-319-0863
e-mail: aauc@cde.ca.gov
- **CAHSEE** — <http://www.cde.ca.gov/ta/tg/hs/>
phone: 916-445-9449
e-mail: cahsee@cde.ca.gov
- **PI Identification** —
<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>
phone: 916-319-0875
e-mail: evaluation@cde.ca.gov
- **PI Requirements** —
<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>
phone: 916-319-0854
e-mail: pi@cde.ca.gov
- **Title III Accountability** —
<http://www.cde.ca.gov/ta/ac/t3/>
phone: 916-319-0863
e-mail: amao@cde.ca.gov
- **ASAM** — <http://www.cde.ca.gov/ta/ac/am/>
phone: 916-319-0875
e-mail: asam@cde.ca.gov
- **School/Teacher Recognition** —
<http://www.cde.ca.gov/ta/sr/>
phone: 916-319-0866
e-mail: awards@cde.ca.gov
- **STAR** — <http://www.cde.ca.gov/ta/tg/sr/>
phone: 916-445-8765
e-mail: star@cde.ca.gov
- **High Priority/Interventions** —
<http://www.cde.ca.gov/ta/lp/>
phone: 916-319-0833

Appendix A2i.I

RttT Implementation Board of Directors

Race to the Top Implementation Team Board of Directors

Practicing Superintendents:

1. Ray Cortines, *Superintendent of LAUSD*
2. Chris Steinhauser, *Superintendent of LBUSD*
3. Mike Hanson, *Superintendent of Fresno Unified*
4. Marc Johnson *Superintendent of Sanger Unified*
5. David Cash *Superintendent of Clovis Unified*
6. Jonathan Raymond, *Superintendent of Sacramento City Unified*
7. Carlos Garcia, *Superintendent of SFUSD*

Charter Schools:

8. Judy Burton, *President and CEO, Alliance for College-Ready Public Schools*

Higher Education:

9. Charlie Reed, *Chancellor, California State University*
10. Mark Yudof, *President, University of California*
11. Jack Scott, *Chancellor, California Community Colleges*

State Representatives:

12. Bonnie Reese, *Office of the Secretary of Education*
13. Jack O'Connell, *State Superintendent of Public Instruction*

Foundations and Non-Profits:

14. Alice Huffman, *President, California NAACP*
15. Maria Casillas, *President, Families in Schools*
16. Nadya Chinoy Dabby, *The Broad Foundation*
17. Arun Ramanathan, *Executive Director, Education Trust West*

Appendix A2id.I

Budget and Budget Narrative

Budget Part I: Summary Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

	Budget Categories	Project Year	Project Year	Project Year	Project Year	Total
		1	2	3	4	
1	Personnel	\$ 21,876,084	\$ 4,110,739	\$ 3,592,785	\$ 2,437,500	\$ 32,017,108
2	Fringe Benefits	\$ 699,970	\$ 776,966	\$ 590,503	\$ 174,600	\$ 2,242,038
3	Travel	\$ 730,290	\$ 748,330	\$ 594,730	\$ 574,000	\$ 2,647,350
4	Equipment	\$ 735,366	\$ 72,000	\$ 72,000	\$ 72,000	\$ 951,366
5	Supplies	\$ 123,600	\$ 216,100	\$ 245,600	\$ 245,600	\$ 830,900
6	Contractual	\$ 32,725,023	\$ 6,767,602	\$ 5,217,602	\$ 4,672,602	\$ 49,382,828
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ 10,364,048	\$ 15,959,465	\$ 15,984,858	\$ 15,852,167	\$ 58,160,537
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 67,254,381	\$ 28,651,201	\$ 26,298,077	\$ 24,028,468	\$ 146,232,127
10	Indirect Costs	\$ 4,362,329	\$ 1,075,873	\$ 923,426	\$ 630,513	\$ 6,992,140
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ 39,212,021	\$ 58,693,835	\$ 51,418,661	\$ 47,451,216	\$ 196,775,733
13	Total Costs (lines 9-12)	\$ 110,828,732	\$ 88,420,908	\$ 78,640,164	\$ 72,110,197	\$ 350,000,000
14	Funding Subgranted to Participating LEAs (50% of Total Grant)	\$ 69,745,427	\$ 104,397,234	\$ 91,457,067	\$ 84,400,272	\$ 350,000,000
15	Total Budget (lines 13-14)	\$ 180,574,158	\$ 192,818,142	\$ 170,097,231	\$ 156,510,469	\$ 700,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for

Column (e): Show the total amount requested for all project years.

**If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Note that indirect costs are not allocated to lines 11-12.*

Budget Part I: Budget Summary Narrative

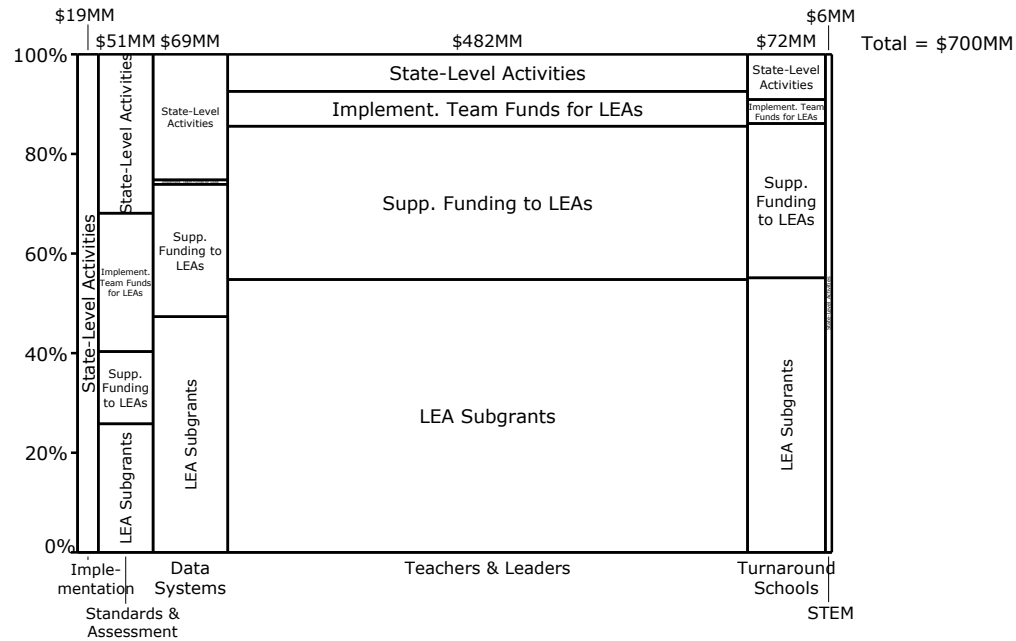
California's \$700M Race to the Top budget is targeted toward activities that are the most critical reform drivers in participating LEAs. The budgeting strategy reflects a desire to equitably fund LEAs which have signed onto specific plan activities while providing state level accountability, oversight and coordination for efforts where scale is critical. Consequently, the state budget includes substantial allocations of grant funds to support participating LEAs, which will not receive adequate funding through their Title I based allocation of the grant, to execute the state's plan. Additionally, the budget includes several state-level activities which will distribute funds across the state as part of the rollout of new standards, assessments, data systems, educator evaluation systems and school turnaround activities. Overall, more than 80% of California's Race to the Top budget is allocated directly to participating LEAs, 50% through the LEA subgrant, and an additional 30% through supplemental funding. The budget buildup is based on detailed cost estimates for each plan component and supplemental funding has been allocated to ensure that all participating LEAs receive 99% of the funding required to execute the plan as costed.

In the budget, half of the funds (\$350M) are allocated for the LEA subgrant, which is apportioned according to the Title I, Part A formula. Using the individual project-level costs established by the working team, an estimated cost to enact the Race to the Top reforms is assigned to each LEA based on their number of teachers, principals, students, FRLP students, ELL students, and turnaround schools. The difference between each LEA's estimated cost and the funds they receive from the LEA subgrant is that LEA's additional need.

Using the funds remaining after state-level activities and the LEA subgrant are accounted for, the LEAs are allocated supplemental funding to get them as close to their estimated cost as possible. In this process, each district is funded in proportion to their total cost, so in the event of a shortfall, each LEA with a shortfall has the same percentage of their total cost they must make up. Based on the detailed budget build-up, each LEA will receive 99% of the funds needed to execute the RttT plan.

See figure below summarizing the state's RttT budget allocations by LEA subgrant, supplemental funding to LEAs.

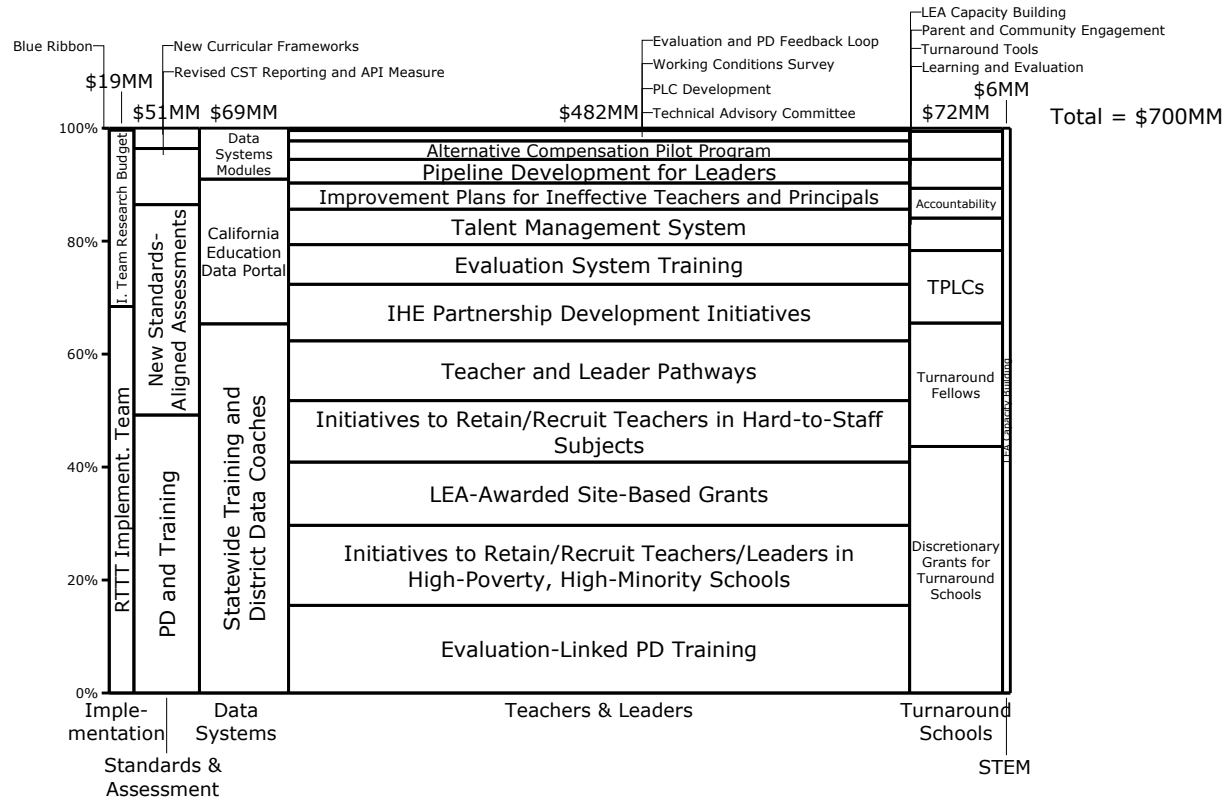
Figure: California Race to the Top Funding Request by Funding Source



The state will hold itself and participating LEAs accountable through specific roles included in the implementation team and at the Department of Education and in the Office of the Secretary of Education. The budget sets aside \$13M for the Race to the Top Implementation Team which will ensure accountability, monitor the execution of RttT activities and support LEAs in implementing their plans. Additionally, \$6M is budgeted for research and compliance assurance through the implementation team to ensure adherence to RttT guidelines and to disseminate findings in participating LEAs so that successful local innovations can be scaled statewide. To further ensure accountability and in keeping with the performance oriented nature of the state's Race to the Top plans, members of the implementation team will have 10% of total compensation tied to successful execution of plans.

The state's proposed project budgets reflect a bottom-up approach that utilizes significantly the resources and existing systems of participating LEAs to get the most leverage from RttT funds and create the broadest impact statewide. Each of the projects is organized by assurance area, as summarized in figure below.

Figure: California Race to the Top Funding Request by Project



The state's RttT plan will work in concert with several other existing and new funding sources to create the greatest possible impact from the Race to the Top funds. Most notably:

- 1) The RttT Implementation Team will raise private funds to accelerate and multiply its efforts beyond the grant period.

- 2) The Assessment Bank and Professional Development collaborative will leverage existing district and state resources and funding, creating a centralized pool of assessment items and professional development modules that will lower cost and increase quality.
- 3) The California Education Data Portal development will leverage existing district spending on development of dashboard items and functionality, speeding development and lowering cost.
- 4) School turnaround efforts supported by the state's Race to the Top plans will be bolstered by School Improvement Grant (SIG) funds authorized under Sec. 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA).
- 5) The STEM Learning Network efforts in the state's RttT plan are co-funded by several non-profit partners including:
 - *The Bill and Melinda Gates Foundation*
 - *The S.D. Bechtel Jr. Foundation*
 - *The California State University System*
 - *The California Council on Science and Technology*
- 6) The Linked Learning Pathways initiatives are co-funded by the James Irvine Foundation
- 7) The development of the Brokers of Expertise initiatives discussed in Assurance C were supported in part by several non-profit organizations including the William and Flora Hewlett Foundation, the James Irvine Foundation, the Stuart Foundation, the Spencer Foundation, and the Verizon Foundation along with state and federal funds. RttT funds could be one source of funding for future development of Brokers of Expertise.

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: RTTT Implementation Team
Associated with Criteria: (A)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$ 1,952,500	\$ 1,952,500	\$ 1,952,500	\$ 1,952,500	\$ 7,810,000
2	Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3	Travel	\$ 336,400	\$ 336,400	\$ 336,400	\$ 336,400	\$ 1,345,600
4	Equipment	\$ 372,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 588,000
5	Supplies	\$ 84,000	\$ 84,000	\$ 84,000	\$ 84,000	\$ 336,000
6	Contractual	\$ 1,250,000	\$ 25,000	\$ 25,000	\$ -	\$ 1,300,000
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ 24,800	\$ 24,800	\$ 24,800	\$ 24,800	\$ 99,200
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 4,019,700	\$ 2,494,700	\$ 2,494,700	\$ 2,469,700	\$ 11,478,800
10	Indirect Cost	\$ 415,822	\$ 415,822	\$ 415,822	\$ 415,822	\$ 1,663,286
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 4,435,522	\$ 2,910,522	\$ 2,910,522	\$ 2,885,522	\$ 13,142,086

1) Personnel

Description/Rationale (All positions year 1-4)	Unit Cost	Rate	Unit Count	Total Cost
Executive Director of Race to the Top Implementation will oversee and coordinate the State's plan; responsible to the Commissioner of Education for delivery of the State's plan; salary based on high end of school district leadership salaries	\$200,000	100%	1	\$800,000
Grant Administrator will be responsible for federal and state reporting; salary based on middle range of school district leadership salaries	\$165,000	100%	1	\$660,000
LEA Outreach Director will be responsible for LEA strategy, public relations and inter-LEA coordination; salary based on middle range of school district leadership salaries	\$165,000	100%	1	\$660,000
Research Director will lead monitoring of student impact, make recommendations for project changes, and guide the efforts of subcontractors and the RttT Education Research Consortium; salary based on high-end of research director salary at public universities in California	\$175,000	100%	1	\$700,000
Accountability Director will act as liaison between CDE, the federal government and the RttT Implementation Team (nonprofit entity) with oversight responsibility over the Implementation Team. This person will oversee LEAs to make sure that every federal requirement for reporting is being met by the RttT Implementation Team. This director has the authority to withhold money from the implementation team or from LEAs if reporting requirements are not being met.	\$145,000	100%	1	\$580,000

Reporting Coordinators (2 FTE) will sit under the Accountability Director and are responsible for helping the Accountability Director perform all required reporting and oversight responsibilities	\$115,000	100%	2	\$920,000
Procurement Director will lead and streamline procurement efforts; salary based on average for school district leadership salaries	\$145,000	100%	1	\$580,000
Budget Director will be responsible for budgeting, scope-of-work compliance, and project budget coordination; salary based on low end of "Education Fiscal Services Administrator" state pay scale	\$145,000	100%	1	\$580,000
Race to the Top Finance Coordinator (in OSE) will serve as a liaison between the OSE and the RttT Implementation Team to monitor and report on the distribution of RttT funds	\$145,000	100%	1	\$580,000
Finance Coordinator (1 FTE) will sit under the Accountability Director and is the CDE delegate responsible for the flow of RttT funds from the CDE to the RttT Implementation Team and for the actual distribution of the grant	\$115,000	100%	1	\$460,000
LEA Coordinator will facilitate LEA-level project expectations; salary based on average for school district leadership salaries	\$145,000	100%	1	\$580,000
Performance-Based Bonuses for All FTES – Up to 10% of base salary	\$7,100,000	10%	1	\$710,000

2) Fringe Benefits – None

3) Travel

Description/Rationale	Travel Cost per Trip	# of Attendees	Meetings per Year	Total Cost
In-state travel for 7 FTEs on the Implementation Team to oversee implementation at LEAs each year 1-4 (3 3-day trips per month)	\$1,200	7	36	\$1,209,600
Board of Directors Travel Cost	\$400	17	5	\$136,000

4) Equipment

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
Data Software: This software will be used to track; monitor and report on RttT and ARRA required data collected from local educational agencies.	\$300,000	N/A	\$300,000
Includes all technology and equipment-associated costs required to support staff. This includes, but is not limited to: set-up and ongoing maintenance cost of data servers, computer equipment, live broadcast telecommunications equipment, projectors, and all other necessary IT infrastructure required to support these systems.	\$6,000	12	\$288,000

5) Supplies

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
Includes all other standard office costs necessary to support staff. This includes, but is not limited to: paper, copiers, toner, phones (mobile and/or landline), and other office supplies. These items will be needed for all staff to accomplish daily workload, interact with local educational agencies, and provide effective technical assistance to local educational agencies (Each year 1-4)	\$7,000	12	\$336,000

6) Contractual

Description/Rationale	Cost per Month	# of Months	Total Cost
Scope-of-Work consultants: consultancy that will assist in executing the scopes of work with participating LEAs and jump-starting the hiring process for implementation teams; \$250K per month + 20% expense rate for four months; based on benchmarking of costs of proposals from strategy consulting firms; incurred in year 1 only	\$300,000	4	\$1,200,000

Description/Rationale	Total Cost
Training to ensure that: 1) FTEs are familiar with current auditing practices and are aware of the latest tools available to efficiently audit RttT requirements; 2) provide technical training for the use of data collecting and reporting software; 3) software and technology training for the staff person who will assist local educational agencies implement the use of technology to improve their school performance; and 4) training on enhanced curriculum frameworks, content standards, and updated assessments (2 months in year 1 @ \$50K, 1 month in years 2-3 @ \$25K)	\$100,000

7) Training Stipends – None

8) Other

Description/Rationale	Cost per FTE/ Meeting	# of FTEs/ Meetings	Total Cost
Telephone service, including landline and mobile service (years 1-4)	\$1,650	12	\$79,200
Board of Directors meeting costs; includes space rental and meeting supplies; five meetings per year for four years	\$1,000	5	\$20,000

9) Total Direct Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Direct Costs	\$4,019,700	\$2,494,700	\$2,494,700	\$2,469,700	\$11,478,800

10) Indirect Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Applicable Direct Costs	\$2,259,900	\$2,259,900	\$2,259,900	\$2,259,900	\$9,039,600
Indirect Costs (18.4%)	\$415,822	\$415,822	\$415,822	\$415,822	\$1,663,286

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$4,435,522	\$2,910,522	\$2,910,522	\$2,885,522	\$13,142,086

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Implementation Team Research Budget
Associated with Criteria: (A)(2)

		Project Year	Project Year	Project Year	Project Year	Total
	Budget Categories	1	2	3	4	
1	Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2	Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 6,000,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 6,000,000
10	Indirect Cost	\$ -	\$ -	\$ -	\$ -	\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 6,000,000

- 1) Personnel – None
- 2) Fringe Benefits -- None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other

Description/Rationale	Yearly Cost	Total Cost
Research budget of research director- based on benchmarking of research institutions' annual education policy budgets, incl. AIR and PACE (years 1-4)	\$1,000,000	\$4,000,000
Compliance Budget for Grant Administrator to conduct all compliance monitoring (to report back up to the Accountability Director) (years 1-4)	\$500,000	\$2,000,000

9) Total Direct Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Direct Costs	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$6,000,000

10) Indirect Cost – None

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs – None

13) Total Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Costs	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$6,000,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Blue Ribbon Panel to Recommend Legislative Changes
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2	Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3	Travel	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 64,000
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 64,000
10	Indirect Cost	\$ -	\$ -	\$ -	\$ -	\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 64,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel

Description/Rationale	Cost per Trip	# of Attendees	Meetings per Year	Total Cost per Year
Costs for members to convene quarterly (years 1-4)	\$400	10	4	\$16,000

- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Direct Costs	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000

- 10) Indirect Cost – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding for Participating LEAs – None
- 13) Total Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Costs	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: New Curricular Frameworks
Associated with Criteria: (B)(3), (C)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$443,724	\$443,724	\$0	\$0	\$887,448
2	Fringe Benefits	\$159,741	\$159,741	\$0	\$0	\$319,481
3	Travel	\$153,600	\$153,600	\$0	\$0	\$307,200
4	Equipment	\$14,000	\$0	\$0	\$0	\$14,000
5	Supplies	\$10,500	\$10,500	\$0	\$0	\$21,000
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$781,565	\$767,565	\$0	\$0	\$1,549,129
10	Indirect Cost	\$143,808	\$141,232	\$0	\$0	\$285,040
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$925,373	\$908,797	\$0	\$0	\$1,834,169

1) Personnel

Description/Rationale (All Positions for Year 1-2)	Unit Cost	Rate	Unit Count	Total Cost
Executive Director: This position will be responsible for the overall leadership and management of the Curriculum Frameworks Commission. The director will oversee the formation of the commission and development of the frameworks and materials and act as a direct liaison with the California State Board of Education	\$104,532	100%	1	\$209,064
Education Administrator: These positions will be responsible for leadership of the two parts of the commission, one focused on English-language arts and one on Mathematics. These positions will facilitate consensus among commission members and ensure the incorporation the revised frameworks into the final product.	\$84,576	100%	2	\$338,304
Associate Governmental Program Analyst: This position will provide analytical support for the commission, gathering and analyzing data as needed. In addition, this position will perform research duties as required.	\$58,488	100%	1	\$116,976
Executive Secretary I: This position will arrange and coordinate commission meetings, act as a liaison between commission members and the California Department of Education staff, and oversee and prepare any necessary communications.	\$40,152	100%	1	\$80,304
Office Technician Typing: These positions will act as general support, preparing documents for the commission and assisting the Executive Secretary.	\$35,700	100%	2	\$142,800

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$887,448	36%	\$319,481

3) Travel

Description/Rationale	Travel Cost per Trip	# of Attendees	Meetings per Year	Total Cost
2-Day monthly meeting for each of 12 months, for 16 members of the Curriculum Frameworks Commission (years 1-2)	\$800	16	12	\$307,200

4) Equipment

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
Desktop Computers needed to expand current office and supply needs of new employees (year 1 only)	\$2,000	7	\$14,000

5) Supplies

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
General expenses, instructional materials and miscellaneous office supplies (years 1-4)	\$1,500	7	\$42,000

6) Contractual – None**7) Training Stipends – None****8) Other – None**

9) Total Direct Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Direct Costs	\$781,565	\$767,565	\$0	\$0	\$1,549,129

10) Indirect Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Applicable Direct Costs	\$781,565	\$767,565	\$0	\$0	\$1,549,129
Indirect Costs (18.4%)	\$143,808	\$141,232	\$0	\$0	\$285,040

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs – None

13) Total Costs

<u>Inputs</u>	Year 1	Year 2	Year 3	Year 4	Total
Total Costs	\$925,373	\$908,797	\$0	\$0	\$1,834,169

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: New Standards-Aligned Assessments
Associated with Criteria: (B)(3), (C)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$80,000	\$80,000	\$40,000	\$40,000	\$240,000
2	Fringe Benefits	\$28,800	\$28,800	\$14,400	\$14,400	\$86,400
3	Travel	\$0	\$19,200	\$19,200	\$19,200	\$57,600
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$7,312,602	\$312,602	\$312,602	\$312,602	\$8,250,406
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$2,551,200	\$2,551,200	\$2,551,200	\$2,551,200	\$10,204,800
9	<i>Total Direct Costs (lines 1-8)</i>	\$9,972,602	\$2,991,802	\$2,937,402	\$2,937,402	\$18,839,206
10	Indirect Cost	\$20,019	\$23,552	\$13,542	\$13,542	\$70,656
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$9,992,621	\$3,015,354	\$2,950,944	\$2,950,944	\$18,909,862

1) Personnel

Description/Rationale	Unit Cost	Rate	Unit Count	Total Cost
One project support manager in the RttT Implementation Team office to manage development assessment bank and coordinate advisory board (100% in years 1-2, 50% in years 3-4)	\$ 80,000	100% in years 1-2, 50% in years 3-4	1	\$240,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$240,000	36%	\$86,400

3) Travel

Description/Rationale	Cost per Trip	# of Attendees	# of Meetings	Total Cost
Travel costs to convene assessment bank advisory board for quarterly meetings (years 2-4)	\$800	6	4	\$ 57,600

4) Equipment – None**5) Supplies – None**

6) Contractual

Description/Rationale	Cost per Student	# of Students	Total Cost
The new common core standards assessment will be incorporated into California's assessment system, resulting in one-time administration and training workload. In addition, there may be some state-specific costs to conform the common core standards assessment for use in California. The total estimated one-time costs of \$7,000,000 will be charged to the grant award (year 1)	N/A	N/A	\$7,000,000
Funds to purchase statewide licenses for reading passages to be used in assessments (years 1-4)	\$0.05	6,252,031	\$1,250,406

7) Training Stipends – None

8) Other

Description/Rationale	Cost per Trip/Meeting	# of Attendees	Meetings per Year	Total Cost
Travel costs for quarterly meeting of Assessment Bank Review Committee to review submitted items (years 1-4)	\$800	16	4	\$204,800
Travel costs for annual Summer Assessment Writing Institute (years 1-4)	\$2,000	100	1	\$800,000
Meeting costs for annual Summer Assessment Writing Institute (years 1-4)	\$100,000	N/A	1	\$400,000

Description/Rationale	Annual Salary	% FTE	# of FTEs	Total Cost
8 Assessment Reviews Specialists -- Assist in reviewing local assessment item development (years 1-4)	\$150,000	100%	8	\$4,800,000

Description/Rationale	Funds per Contract	# of Contracts	Total Cost
Funds for LEAs to contract with vendor to review existing assessment items for validity, reliability and alignment to new state standards (years 1-4)	\$250,000	4	\$4,000,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$9,972,602	\$2,991,802	\$2,937,402	\$2,937,402	\$18,839,206

10) Total Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$108,800	\$128,000	\$73,600	\$73,600	\$384,000
Indirect Costs	\$20,019	\$23,552	\$13,542	\$13,542	\$70,656

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$9,992,621	\$3,015,354	\$2,950,944	\$2,950,944	\$18,909,862

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Professional Development and Training
Associated with Criteria: (B)(3), (C)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$80,000	\$80,000	\$80,000	\$80,000	\$320,000
2	Fringe Benefits	\$28,800	\$28,800	\$28,800	\$28,800	\$115,200
3	Travel	\$28,800	\$28,800	\$28,800	\$28,800	\$115,200
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$676,000	\$1,064,667	\$1,064,667	\$1,064,667	\$3,870,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$813,600	\$1,202,267	\$1,202,267	\$1,202,267	\$4,420,400
10	Indirect Cost	\$25,318	\$25,318	\$25,318	\$25,318	\$101,274
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$2,458,521	\$2,458,521	\$2,458,521	\$7,375,564
13	Total Costs (lines 9-12)	\$838,918	\$3,686,106	\$3,686,106	\$3,686,106	\$11,897,237

1) Personnel

Description/Rationale	Unit Cost	Rate	Unit Count	Total Cost
One project support manager to coordinate the work of the collaborative and the LEA level trainings (years 1-4)	\$80,000	100%	1	\$320,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$320,000	36%	\$115,200

3) Travel

Description/Rationale	Cost per Trip	# of Attendees	# of Meetings	Total Cost per Year
Travel costs for PD Module Advisory Board quarterly meetings (years 1-4)	\$800	6	6	\$115,200

4) Equipment – None

5) Supplies – None

6) Contractual – None

7) Training Stipends – None

8) Other

Description/Rationale	Cost per Trip	# of Attendees	# of Meetings	Total Cost
Travel Costs for Train the Trainer Regional sessions (4 total trips per region x 11 regions x 3 days per trip, spread over years 2-4)	\$1,200	2	440	\$1,056,000
Supplies for Train the Trainer sessions (4 total trips per region x 11 regions x 3 days per trip, spread over years 2-4)	\$250	N/A	440	\$110,000
Travel costs for educators in the PD Module Collaborative to convene and develop trainings (6 modules, with 10 educators per modules with monthly meetings for a year, for years 1-4)	\$800	60	12	\$2,304,000
Funding for collaboratives to bring in content experts and other resources as needed	\$10,000	2	5	\$400,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$813,600	\$1,202,267	\$1,202,267	\$1,202,267	\$4,420,400

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$137,600	\$137,600	\$137,600	\$137,600	\$550,400
Indirect Costs (18.4%)	\$25,318	\$25,318	\$25,318	\$25,318	\$101,274

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Release time for teachers in participating LEAs to attend trainings	\$0	\$2,458,521	\$2,458,521	\$2,458,521	\$7,375,564

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$838,918	\$3,686,106	\$3,686,106	\$3,686,106	\$11,897,237

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Revised CST Reporting and Accountability Measures
Associated with Criteria: (B)(3), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$5,000,000	\$0	\$0	\$0	\$5,000,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$50,000	\$0	\$0	\$0	\$50,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 5,050,000	\$ 0	\$ 0	\$ 0	\$ 5,050,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$ 5,050,000	\$ 0	\$ 0	\$ 0	\$ 5,050,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual

Description/Rationale	Unit Cost	Total Cost
Provide districts with more granular and useful analysis of student CST results so that teachers/schools/LEAs know which concepts that need to be reinforced (year 1)	\$5,000,000	\$5,000,000

- 7) Training Stipends – None
- 8) Other

Description/Rationale	Unit Cost	Total Cost
Alter the State API to include the new student growth measure debuting in Fall 2011 (year 1)	\$50,000	\$50,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$5,050,000	\$ -	\$ -	\$ -	\$5,050,000

10) Total Indirect Costs – None

11) Funding for Involved LEAs – None

12) Supplemental Funding for Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$5,050,000	\$ -	\$ -	\$ -	\$5,050,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

Project Name: Data Coaching
Associated with Criteria: (C)(3)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$100,000	\$100,000	\$100,000	\$300,000
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$100,000	\$140,000	\$140,000	\$380,000
6	Contractual	\$1,120,000	\$1,490,000	\$1,480,000	\$1,480,000	\$5,570,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$40,000	\$40,000	\$40,000	\$120,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$1,120,000	\$1,730,000	\$1,760,000	\$1,760,000	\$6,370,000
10	Indirect Cost	\$0	\$36,800	\$44,160	\$44,160	\$125,120
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$4,692,796	\$4,635,983	\$4,635,983	\$13,964,761
13	Total Costs (lines 9-12)	\$1,120,000	\$6,459,596	\$6,440,143	\$6,440,143	\$20,459,881

- 1) **Personnel – None**
- 2) **Fringe Benefits – None**
- 3) **Travel**

Description/Rationale	Cost per Trip	Number of Attendees	Total Cost
Per diem cost for Data Coach Trainers to travel to be trained (years 2-4)	\$400	125	\$150,000
Per diem cost for Data Coach Trainers to travel for PLCs (years 2-4)	\$400	125	\$150,000

- 4) **Equipment – None**
- 5) **Supplies**

Description/Rationale	Cost per Training	# of Annual Trainings	Total Cost
District Data Coach Training Supplies (years 2-4)	\$60,000	1	\$180,000
District Data Coach Trainer Supplies for PLC development (years 2-4)	\$10,000	4	\$120,000
School Data Coach Training Supplies (years 3-4)	\$10,000	4	\$80,000

- 6) **Contractual**

Description/Rationale	Cost per Training/ Session	# of Annual Trainings/ Sessions	Total Cost
Sub-grant to research partners for targeted research of dashboard subgroup data (years 1-4)	\$1,000,000	1	\$4,000,000
Design of School Data Coach Training Program (year 2)	\$10,000	1	\$10,000
Contract Facilitator for Statewide Training Sessions for School Data Coaches (years 2-4)	\$20,000	4	\$240,000
Design of Data Coach Trainer PLC Sessions (year 1)	\$60,000	1	\$60,000
Contract Facilitator for Data Coach Trainer PLCs (years 2-4)	\$50,000	4	\$600,000

Design of District Data Coach Training (year 1)	\$60,000	1	\$60,000
Contract Facilitator for Statewide Training Sessions (Data Coach Trainer) (years 2-4)	\$50,000	4	\$600,000

7) Training Stipends – None

8) Other

Description/Rationale	Cost per Training/ Session	# of Annual Trainings/ Sessions	Total Cost
School Data Coach PLC Sessions (years 2-4)	\$10,000	4	\$120,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$1,120,000	\$1,730,000	\$1,760,000	\$1,760,000	\$6,370,000

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$0	\$200,000	\$240,000	\$240,000	\$680,000
Indirect Costs (18.4%)	\$0	\$36,800	\$44,160	\$44,160	\$125,120

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Includes portion of funds for district data coach trainer FTEs (estimated ~125 FTEs); funds for IT equipment purchases for DCTs (FY2)	\$0	\$4,692,796	\$4,635,983	\$4,635,983	\$13,964,761

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$1,120,000	\$6,459,596	\$6,440,143	\$6,440,143	\$20,459,881

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: California Education Data Portal
Associated with Criteria: (C)(2), (B)(3), (D)(5), (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$133,000	\$129,000	\$129,000	\$125,000	\$516,000
2	Fringe Benefits	\$47,880	\$46,440	\$46,440	\$45,000	\$185,760
3	Travel	\$73,600	\$73,600	\$73,600	\$73,600	\$294,400
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$1,370,000	\$940,000	\$940,000	\$440,000	\$3,690,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$156,500	\$104,500	\$104,500	\$52,500	\$418,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$1,780,980	\$1,293,540	\$1,293,540	\$736,100	\$5,104,160
10	Indirect Cost	\$46,824	\$60,543	\$60,543	\$59,542	\$227,453
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$1,118,396	\$1,118,396	\$1,118,396	\$1,118,396	\$4,473,583
13	Total Costs (lines 9-12)	\$2,946,200	\$2,472,479	\$2,472,479	\$1,914,038	\$9,805,197

1) Personnel

Description/Rationale	Annual Salary (yearly 5% raise)	% FTE	# of FTEs	Total Cost
Service days for Data Systems Steering Committee (DSSC) (meet 2x per quarter)	\$150,000	5%	2	\$60,000
Service days for DSSC Subcommittees Year 1 (meet 2x per quarter)	\$80,000	5%	2	\$8,000
Service days for DSSC Subcommittees Year 2-3 (meet 1x per quarter)	\$80,000	2.5%	2	\$8,000
Vendor-Committee Program Coordinator, managing vendor relationships and facilitating working teams' effort (years 1-4)	\$110,000	1	1	\$440,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 516,000	36%	\$185,760

3) Travel

Description/Rationale	Cost per Trip	# of Attendees	# of Meetings	Total Cost
1-day quarterly meetings for subcommittees (years 1-4)	\$400	28	4	\$179,200
2-day quarterly meetings for DSSC (years 1-4)	\$800	9	4	\$115,200

4) Equipment – None

5) Supplies – None

6) Contractual

Description/Rationale	Unit Cost	# of Units	Total Cost
Contract for Dashboard and Best Practices Resource Area Design (year 1)	\$1,000,000	1	\$1,000,000
Contract for Dashboard and Best Practices Resource Area Implementation (years 2-3)	\$500,000	1	\$1,000,000
Cloud Computing Costs, Outside Vendor (monthly cost, years 1-4)	\$20,000	12	\$960,000
Technical Support for Dashboard Best Practices Resource Area and Cloud, including customer service technical help (monthly cost, years 1-4)	\$10,000	12	\$480,000
Design of Data Quality Control Certification Program (year 1)	\$10,000	1	\$10,000
Data Quality Control Certification Program Execution (years 2-4), offered 4x per year	\$20,000	4	\$240,000

7) Training Stipends – None

8) Other

Description/Rationale	Annual Salary (with yearly 5% raises)	% FTE	# of FTEs	Total Cost
Data Systems and Instruction Committee (LEA allocation for lost time)	\$150,000	5.0%	7	\$210,000
DSI Subcommittees Year 1 (LEA allocation for lost time)	\$80,000	5.0%	26	\$104,000
DSI Subcommittees Year 2-3 (LEA allocation for lost time)	\$80,000	2.5%	26	\$104,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$1,780,980	\$1,293,540	\$1,293,540	\$736,100	\$5,104,160

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$254,480	\$329,040	\$329,040	\$323,600	\$1,236,160
Indirect Costs (18.4%)	\$46,824	\$60,543	\$60,543	\$59,542	\$227,453

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funds for the LEAs to assist in implementation, maintenance, and training for the data dashboard and education portal, including hiring IT experts (estimated ~25 FTEs) to help facilitate implementation	\$1,118,396	\$1,118,396	\$1,118,396	\$1,118,396	\$4,473,583

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,946,200	\$2,472,479	\$2,472,479	\$1,914,038	\$9,805,197

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Data Systems Modules
Associated with Criteria: (C)(2), (B)(3), (D)(5), (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$967,637	\$1,185,515	\$1,151,285	\$0	\$3,304,437
2	Fringe Benefits	\$348,349	\$426,785	\$414,463	\$0	\$1,189,597
3	Travel	\$20,730	\$20,730	\$20,730	\$0	\$62,190
4	Equipment	\$349,366	\$0	\$0	\$0	\$349,366
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$55,000	\$200,000	\$20,000	\$0	\$275,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$36,548	\$55,298	\$80,691	\$0	\$172,537
9	<i>Total Direct Costs (lines 1-8)</i>	\$1,777,630	\$1,888,328	\$1,687,169	\$0	\$5,353,126
10	Indirect Cost	\$310,239	\$300,477	\$291,912	\$0	\$902,628
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$2,087,869	\$2,188,805	\$1,979,080	\$0	\$6,255,755

1) Personnel

Description/Rationale	Annual Salary (with yearly 5% raises)	% FTE	# of FTEs	Total Cost
Education Research & Evaluation Consultant, Child Development Division (years 1-3)	\$83,448	100%	1	\$250,344
Ed Programs Consultant, Data Management Division (years 1-3)	\$83,448	100%	1	\$250,344
Project Manager, MPP Adm III, TBD (100% in years 1-2, 25% in year 3)	\$110,000	100%	1	\$247,500
Data Base Administrator (DBA) - TBD (100% in year 1, 50% in year 2, 25% in year 3)	\$90,000	100%	1	\$157,500
Data Base Developer (DBD) - TBD (100% year 1, 50% in year 2, 25% in year 3)	\$85,000	100%	1	\$148,750
Academic Program, Admin III, TBD (years 1-3)	\$110,000	100%	1	\$330,000
Software System Specialist III, (DBA), TBD (years 1-3)	\$98,244	100%	1	\$294,732
Senior Programmer Analyst, TBD (years 1-3)	\$85,308	100%	2	\$511,848
Assoc. Govt. Program Analyst, TBD (years 1-3)	\$64,176	100%	1	\$192,528
Staff Services Analyst, TBD (years 1-3)	\$53,352	100%	1	\$160,056
Research Program Specialist II (EDD) (years 1-3)	\$77,412	25%	1	\$58,059
Software System Specialist II, (DBA), TBD(years 2-3)	\$85,164	100%	1	\$170,328
Senior Programmer Analyst, TBD(years 2-3)	\$85,308	100%	1	\$170,616
Staff Programmer Analyst, TBD(years 2-3)	\$77,592	100%	1	\$155,184
Staff Programmer Analyst (EDD) (50% in year 2, 100% in year 3)	\$79,920	50%	1	\$119,880
Research Analyst II (EDD) (25% in year 2, 100% in year 3)	\$69,414	25%	1	\$86,768

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$3,304,437	36%	\$1,189,597

3) Travel

Description/Rationale	Cost per Trip	Total Cost
NCES Summer and Winter Conferences: Travel to/from/parking (2 people times \$15/day times 4 days)	\$210	\$630
NCES Summer and Winter Conferences: Hotel (2 persons @\$225 @ 4 nights)	\$3,150	\$9,450
NCES Summer and Winter Conferences: Airfare (2 persons times 2 trips at \$850 pp)	\$3,400	\$10,200
NCES Summer and Winter Conferences: Per Diem (2 person @ \$40 per day @ 7 days)	\$560	\$1,680
SHEEO Trip and Conference: Travel to/from/parking (2 people times \$15/day times 4 days)	\$210	\$630
SHEEO Trip and Conference: Hotel (2 persons @\$225 @ 4 nights)	\$3,150	\$9,450
SHEEO Trip and Conference: Airfare (2 persons times 2 trips at \$850 pp)	\$3,400	\$10,200
SHEEO Trip and Conference: Per Diem (2 person @ \$40 per day @ 7 days)	\$560	\$1,680
Travel to/from/parking (2 people times \$15/day times 3 days)	\$90	\$270
Meetings to consult with field representatives (15 people @ 400 per trip)	\$6,000	\$18,000

4) Equipment

Description/Rationale (All One-Time Costs in Year 1)	Total Cost
Servers (see attachment)	\$28,007
Storage (see attachment)	\$47,899
HP ProLiant DL 380 G6 Server	\$15,105
HP ProLiant DL 380 G6 Server, warranty and service	\$1,729

HP StorageWorks 60 Modular Smart Array	\$2,399
Blade Enclosure HP Blade System c-Class	\$16,360
Blade Enclosure 3 yr warranty and support	\$1,409
HP ProLiant BL460c G6 Server Blade (x7)	\$52,420
HP ProLiant BL460c G6 Server Blade warranty and support (x7)	\$6,272
Spare Drives for Blade HP 146GB 15K 6G SAS DP-HD (x4)	\$1,888
Storage Equipment: HP LeftHand P4500 10.8TB SAS Virtualization SAN Solution	\$56,278
Storage Equipment: HP LeftHand P4500 10.8TB SAS Virtualization SAN Solution warranty and support	\$12,697
HP Dual Port Enterprise 450 GB hot-swap (x4)	\$1,225
CISCO Firewall (x4), SSL License, 3-year contract, and extended service agreement for SMARTnet	\$81,678
MS SQL Enterprise, Academic Pricing (x2)	\$10,000
MS Windows Server Enterprise	\$1,000
MS Visual Studio Pro	\$1,000
MS Exchange	\$1,000
MS Office	\$1,000
BI/Query Tool (x 5)	\$10,000

5) Supplies – None

6) Contractual

Description/Rationale (All One-Time Costs in Year 1)	Cost per Year	Total Cost
Business Process subject matter expert (year 1)	\$55,000	\$55,000
Modifications to CALPADS System to capture additional student-centric core data elements (years 2-3)	\$200,000 in year 1, \$20,000 in year 2	\$220,000

7) Training Stipends – None

8) Other

Description/Rationale (All One-Time Costs in Year 1)	Cost per Year	Total Cost
Operating Expenses and Overhead	\$10,000 in year 1, \$15,000 in years 2-3	\$40,000
Modifications to other existing data collections for non-student level data collection (est. 250 hours times \$110 per hour, years 1-2)	\$13,750	\$27,500

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$1,777,630	\$1,888,328	\$1,687,169	\$0	\$5,353,126

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$1,686,082	\$1,633,030	\$1,586,478	\$0	\$4,905,589
Indirect Costs (18.4%)	\$310,239	\$300,477	\$291,912	\$0	\$902,628

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,087,869	\$2,188,805	\$1,979,080	\$0	\$6,255,755

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Technical Advisory Committee
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$600,000	\$600,000	\$240,000	\$240,000	\$1,680,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$600,000	\$600,000	\$240,000	\$240,000	\$1,680,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$600,000	\$600,000	\$240,000	\$240,000	\$1,680,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual

Description/Rationale	Yearly Salary	% FTE	# of FTE	Total Cost
Funds for a group of researchers and experts in student outcome measurement who will determine student growth model and recommend multiple measures for LEA evaluation systems (Years 1-2)	\$60,000	100%	10	\$1,200,000
Ongoing technical assistance for implementation of LEA evaluation systems (Years 3-4)	\$24,000	100%	10	\$480,000

- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$600,000	\$600,000	\$240,000	\$240,000	\$1,680,000

10) Indirect Costs – None

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$600,000	\$600,000	\$240,000	\$240,000	\$1,680,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Evaluation System Training
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$17,979,223	\$0	\$0	\$0	\$17,979,223
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$101,160	\$0	\$0	\$0	\$101,160
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$12,407,422	\$0	\$0	\$0	\$12,407,422
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$30,487,805	\$0	\$0	\$0	\$30,487,805
10	Indirect Cost	\$3,326,791	\$0	\$0	\$0	\$3,326,791
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$33,814,596	\$0	\$0	\$0	\$33,814,596

1) Personnel

Description/Rationale (All One-Time Costs in Year 1)	Cost per Day	# of Teachers/Leaders	# of Days	Total Cost
Release time for Teachers to attend Evaluation System Training (year 1)	\$390	86,308	0.5	\$16,830,079
Release time for principals and school leaders to attend Evaluation System Training (year 1)	\$500	4,226	0.5	\$1,149,114

2) Fringe Benefits – None

3) Travel

Description/Rationale	Cost per Trip	# of People	Total Cost
Travel funds for district administrators to be trained as trainers (year 1)	\$400	253	\$101,160

4) Equipment – None

5) Supplies – None

6) Contractual

Description/Rationale	Cost per Training	# of Trainings	Total Cost
Cost to contract out with trainers to train all teachers and all principals on the new evaluation system	\$6,820	1,820	\$12,407,422

7) Training Stipends – None

8) Other – None

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$30,487,805	\$ -	\$ -	\$ -	\$30,487,805

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$18,041,165	\$ -	\$ -	\$ -	\$18,041,165
Indirect Costs (18.4%)	\$3,326,791	\$ -	\$ -	\$ -	\$3,326,791

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$33,814,596	\$ -	\$ -	\$ -	\$33,814,596

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Evaluation-Linked PD Training
Associated with Criteria: (D)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$3,448,353	\$8,875,725	\$7,311,490	\$7,311,490	\$26,947,058
13	Total Costs (lines 9-12)	\$3,448,353	\$8,875,725	\$7,311,490	\$7,311,490	\$26,947,058

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends -- None
- 8) Other – None
- 9) Total Direct Costs -- None
- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funds to build local capacity to execute annual teacher evaluations based on the new evaluation framework through intensive training for all LEA staff with evaluation responsibility; includes funding for best practice sharing between schools and LEAs related to evaluation system implementation	\$3,448,353	\$8,875,725	\$7,311,490	\$7,311,490	\$26,947,058

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$3,448,353	\$8,875,725	\$7,311,490	\$7,311,490	\$26,947,058

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Teacher and Leader Pathways
Associated with Criteria: (D)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$4,597,804	\$4,597,804	\$4,597,804	\$4,597,804	\$18,391,215
13	Total Costs (lines 9-12)	\$4,597,804	\$4,597,804	\$4,597,804	\$4,597,804	\$18,391,215

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs – None
- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funds to create differentiated roles for teachers and leaders; additional pay for additional work including data coaching, professional development, etc. based on identification of effective and highly effective teachers	\$4,597,804	\$4,597,804	\$4,597,804	\$4,597,804	\$18,391,215

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$4,597,804	\$4,597,804	\$4,597,804	\$4,597,804	\$18,391,215

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Improvement Plans for Ineffective Teachers and Principals
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$2,298,902	\$2,298,902	\$2,298,902	\$1,149,451	\$8,046,157
13	Total Costs (lines 9-12)	\$2,298,902	\$2,298,902	\$2,298,902	\$1,149,451	\$8,046,157

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment -- None
- 5) Supplies -- None
- 6) Contractual -- None
- 7) Training Stipends - None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Resources for graduated interventions and supports for ineffective educators	\$2,298,902	\$2,298,902	\$2,298,902	\$1,149,451	\$8,046,157

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,298,902	\$2,298,902	\$2,298,902	\$1,149,451	\$8,046,157

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Evaluation and PD Feedback Loop
Associated with Criteria: (D)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual

Description/Rationale	Total Cost
Annual Teacher and Administrator Surveys will be launched to capture feedback on both the evaluation process and the tools themselves (\$100,000 in year 1, \$25,000 in years 2-4)	\$175,000

- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs – None
- 13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: LEA-Awarded Site-Based Grants
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$6,477,705	\$6,477,705	\$6,477,705	\$19,433,114
13	Total Costs (lines 9-12)	\$0	\$6,477,705	\$6,477,705	\$6,477,705	\$19,433,114

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel -- None
- 4) Equipment -- None
- 5) Supplies – None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funding to LEAs to award site-based alternative compensation to eligible schools to reward their work in reaching LEA-defined goals of improving/maintaining student growth	\$0	\$6,477,705	\$6,477,705	\$6,477,705	\$19,433,114

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$0	\$6,477,705	\$6,477,705	\$6,477,705	\$19,433,114

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Alternative Compensation Pilot Program
Associated with Criteria: (D)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$5,250,000	\$5,250,000	\$5,250,000	\$15,750,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$5,250,000	\$5,250,000	\$5,250,000	\$15,750,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$0	\$5,250,000	\$5,250,000	\$5,250,000	\$15,750,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other

Description/Rationale	Cost per Teacher	# of Teachers	# of Schools	Total Cost
Competitive grants to LEAs and/or individual sites to fund teacher and school leader alternative compensation pilot programs; administered by RttT Implementation Team (Funding is designed to allow at least 5 schools with 210 teachers to receive grants at \$5,000 per teacher. Grants are yearly starting in year 2)	\$5,000	210	5	\$15,750,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$ -	\$5,250,000	\$5,250,000	\$5,250,000	\$15,750,000

10) Indirect Costs – None

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$ -	\$5,250,000	\$5,250,000	\$5,250,000	\$15,750,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Working Conditions Survey
Associated with Criteria: (D)(3)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual

Description/Rationale	Total Cost
Annual Teacher and Administrator Surveys will be launched to capture feedback on conditions that affect teachers' and leaders' decisions to stay in hard-to-staff schools (\$100,000 in year 1, \$25,000 in years 2-4)	\$175,000

- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs – None
- 13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$100,000	\$25,000	\$25,000	\$25,000	\$175,000

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Talent Management System
Associated with Criteria: (D)(3), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$4,363,278	\$4,363,278	\$2,181,639	\$0	\$10,908,194
13	Total Costs (lines 9-12)	\$4,363,278	\$4,363,278	\$2,181,639	\$0	\$10,908,194

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other – None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Develop standards / competency-centered, integrated talent management system that facilitates recruiting, evaluation, succession planning and professional learning	\$4,363,278	\$4,363,278	\$2,181,639	\$0	\$10,908,194

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$4,363,278	\$4,363,278	\$2,181,639	\$0	\$10,908,194

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

Project Name: PLC Development

Associated with Criteria: (D)(5)

		Project Year	Project Year	Project Year	Project Year	Total
	Budget Categories	1	2	3	4	
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$1,272,712	\$1,272,712	\$636,356	\$0	\$3,181,779
13	Total Costs (lines 9-12)	\$1,272,712	\$1,272,712	\$636,356	\$0	\$3,181,779

- 1) Personnel -- None
- 2) Fringe Benefits -- None
- 3) Travel -- None
- 4) Equipment -- None
- 5) Supplies -- None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs -- None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Fund LEA and school level professional learning communities through train the trainer professional development	\$1,272,712	\$1,272,712	\$636,356	\$0	\$3,181,779

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$1,272,712	\$1,272,712	\$636,356	\$0	\$3,181,779

Budget Part II: Project-Level Budget Table

(Evidence for selection criterion (A)(2)(i)(d))

Project Name: Initiatives to Retain/Recruit Teachers/Leaders in High-Poverty, High-Minority Schools
Associated with Criteria: (D)(3), (D)(4)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$6,146,303	\$6,146,303	\$6,146,303	\$6,146,303	\$24,585,213
13	Total Costs (lines 9-12)	\$6,146,303	\$6,146,303	\$6,146,303	\$6,146,303	\$24,585,213

- 1) Personnel -- None
- 2) Fringe Benefits -- None
- 3) Travel -- None
- 4) Equipment -- None
- 5) Supplies -- None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs -- None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funding for LEAs to invest in activities including monetary incentives for highly effective teachers and leaders who serve in high-need schools, extra pay for additional work, extended work day, etc.	\$6,146,303	\$6,146,303	\$6,146,303	\$6,146,303	\$24,585,213

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$6,146,303	\$6,146,303	\$6,146,303	\$6,146,303	\$24,585,213

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Initiatives to Retain/Recruit Teachers in Hard-to-Staff Subjects
Associated with Criteria: (D)(3), (D)(4)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$4,727,926	\$4,727,926	\$4,727,926	\$4,727,926	\$18,911,702
13	Total Costs (lines 9-12)	\$4,727,926	\$4,727,926	\$4,727,926	\$4,727,926	\$18,911,702

- 1) Personnel -- None
- 2) Fringe Benefits -- None
- 3) Travel -- None
- 4) Equipment -- None
- 5) Supplies -- None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs -- None
- 12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funding to LEAs to provide incentives for recruiting and retaining effective teachers in hard-to-staff subjects, including tuition assistance, professional development, common planning time, etc.	\$4,727,926	\$4,727,926	\$4,727,926	\$4,727,926	\$18,911,702

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$4,727,926	\$4,727,926	\$4,727,926	\$4,727,926	\$18,911,702

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: IHE Partnership Development Initiatives
Associated with Criteria: (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000	\$18,000,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000	\$18,000,000
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$2,727,049	\$2,727,049	\$2,727,049	\$2,727,049	\$10,908,194
13	Total Costs (lines 9-12)	\$7,227,049	\$7,227,049	\$7,227,049	\$7,227,049	\$28,908,194

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other

Description/Rationale	Cost per Year	Total Cost
Funds to be distributed in a competitive grant process for IHEs (years 1-4)	\$3,000,000	\$12,000,000
Funds to be distributed to CSU to expand the Center for Teacher Quality to 100 teacher preparation programs (\$15,000 per program per year x 100 programs) (years 1-4)	\$1,500,000	\$6,000,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000	\$18,000,000

10) Indirect Costs -- None

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
Funding to LEAs to establish regional Joint Power Authority's (JPAs) and / or regional cooperative agreements to develop relationships with Institutions of Higher Education (IHEs) and invest in pipeline development initiatives	\$2,727,049	\$2,727,049	\$2,727,049	\$2,727,049	\$10,908,194

13) Total Costs

Inputs	Year 1	Year 2	Year 3	Year 4	Total
Total Costs	\$7,227,049	\$7,227,049	\$7,227,049	\$7,227,049	\$28,908,194

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Pipeline Development for Leaders
Associated with Criteria: (D)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$1,818,032	\$1,818,032	\$1,818,032	\$1,818,032	\$7,272,129
13	Total Costs (lines 9-12)	\$1,818,032	\$1,818,032	\$1,818,032	\$1,818,032	\$7,272,129

- 1) Personnel -- None
- 2) Fringe Benefits -- None
- 3) Travel -- None
- 4) Equipment -- None
- 5) Supplies -- None
- 6) Contractual -- None
- 7) Training Stipends -- None
- 8) Other -- None
- 9) Total Direct Costs -- None
- 10) Indirect Costs -- None
- 11) Funding for Involved LEAs -- None
- 12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
Provides training for aspiring, beginning, and current principals and school leaders	\$1,818,032	\$1,818,032	\$1,818,032	\$1,818,032	\$7,272,129

13) **Total Costs**

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$1,818,032	\$1,818,032	\$1,818,032	\$1,818,032	\$7,272,129

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Parent and Community Engagement
Associated with Criteria: (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$80,000	\$80,000	\$80,000	\$80,000	\$320,000
2	Fringe Benefits	\$28,800	\$28,800	\$28,800	\$28,800	\$115,200
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$9,700	\$7,200	\$7,200	\$7,200	\$31,300
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$118,500	\$116,000	\$116,000	\$116,000	\$466,500
10	Indirect Cost	\$21,804	\$21,344	\$21,344	\$21,344	\$85,836
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$283,613	\$283,613	\$283,613	\$283,613	\$1,134,452
13	Total Costs (lines 9-12)	\$423,917	\$420,957	\$420,957	\$420,957	\$1,686,788

1) Personnel

Description/Rationale	Annual Salary	% FTE	# of FTEs	Total Cost
Parent Engagement Coordinators that collect and develop resources for LEAs/Schools to use in engaging parents as partners (years 1-4)	\$80,000	100%	1	\$320,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 320,000	36%	\$115,200

3) Travel – None

4) Equipment – None

5) Supplies

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	1	\$31,300

6) Contractual – None

7) Training Stipends – None

8) Other – None

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$118,500	\$116,000	\$116,000	\$116,000	\$466,500

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$118,500	\$116,000	\$116,000	\$116,000	\$466,500
Indirect Costs	\$21,804	\$21,344	\$21,344	\$21,344	\$85,836

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
Funds for turnaround schools to engage with parent and community leaders	\$283,613	\$283,613	\$283,613	\$283,613	\$1,134,452

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$423,917	\$420,957	\$420,957	\$420,957	\$1,686,788

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

Project Name: Ensure Accountability
Associated with Criteria: (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
2	Fringe Benefits	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$4,850	\$3,600	\$3,600	\$3,600	\$15,650
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$59,250	\$58,000	\$58,000	\$58,000	\$233,250
10	Indirect Cost	\$10,902	\$10,672	\$10,672	\$10,672	\$42,918
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$425,420	\$425,420	\$425,420	\$1,276,259
13	Total Costs (lines 9-12)	\$70,152	\$494,092	\$494,092	\$494,092	\$1,552,427

1) Personnel

Description/Rationale	Annual Salary	% FTE	# FTEs	Total Cost
Project Support Manager -- Responsible for the coordination and management of the accountability information of all turnaround school within participating LEAs (years 1-4)	\$80,000	50%	1	\$160,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 160,000	36%	\$57,600

3) Travel – None**4) Equipment – None****5) Supplies**

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	1	\$15,650

6) Contractual – None**7) Training Stipends – None****8) Other – None**

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$59,250	\$58,000	\$58,000	\$58,000	\$233,250

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$59,250	\$58,000	\$58,000	\$58,000	\$233,250
Indirect Costs	\$10,902	\$10,672	\$10,672	\$10,672	\$42,918

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

<u>Description/Rationale</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Funds provided to turnaround schools to create capacity to execute walkthroughs	\$0	\$425,420	\$425,420	\$425,420	\$1,276,259

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$70,152	\$494,092	\$494,092	\$494,092	\$1,552,427

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Discretionary Funding for Turnaround Schools
Associated with Criteria: (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$2,836,130	\$2,836,130	\$2,836,130	\$2,836,130	\$11,344,522
13	Total Costs (lines 9-12)	\$2,836,130	\$2,836,130	\$2,836,130	\$2,836,130	\$11,344,522

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None

- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs – None
- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
Programmatic funding for turnaround schools	\$2,836,130	\$2,836,130	\$2,836,130	\$2,836,130	\$11,344,522

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,836,130	\$2,836,130	\$2,836,130	\$2,836,130	\$11,344,522

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: LEA Capacity Building
Associated with Criteria: (E)(2), (C)(2)

		Project Year	Project Year	Project Year	Project Year	Total
	Budget Categories	1	2	3	4	
1	Personnel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
2	Fringe Benefits	\$7,200	\$7,200	\$7,200	\$7,200	\$28,800
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$2,425	\$1,800	\$1,800	\$1,800	\$7,825
6	Contractual	\$260,000	\$0	\$0	\$0	\$260,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$289,625	\$29,000	\$29,000	\$29,000	\$376,625
10	Indirect Cost	\$5,451	\$5,336	\$5,336	\$5,336	\$21,459
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$295,076	\$34,336	\$34,336	\$34,336	\$398,084

1) Personnel

Description/Rationale	Annual Salary	% FTE	# of FTEs	Total Cost
Project Support Manager -- Review and record turnaround plans, and ensures fidelity with RttT guidelines	\$80,000	25%	1	\$80,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 80,000	36%	\$28,800

3) Travel – None

4) Equipment – None

5) Supplies

Description/Rationale	Cost per FTE	% FTEs	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	25%	1	\$7,825

6) Contractual

Description/Rationale	Cost per School	Estimated Non-Sig Schools	Total Cost
Vendor contract to review turnaround plans for non-SIG turnaround schools (year 1)	\$10,000	26	\$260,000

7) Training Stipends – None

8) Other – None

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$289,625	\$29,000	\$29,000	\$29,000	\$376,625

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$29,625	\$29,000	\$29,000	\$29,000	\$116,625
Indirect Costs	\$5,451	\$5,336	\$5,336	\$5,336	\$21,459

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$295,076	\$34,336	\$34,336	\$34,336	\$398,084

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Turnaround Tools
Associated with Criteria: (E)(2), (C)(2), (B)(3)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
2	Fringe Benefits	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$4,850	\$3,600	\$3,600	\$3,600	\$15,650
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$825,000	\$825,000	\$825,000	\$825,000	\$3,300,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$884,250	\$883,000	\$883,000	\$883,000	\$3,533,250
10	Indirect Cost	\$10,902	\$10,672	\$10,672	\$10,672	\$42,918
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$895,152	\$893,672	\$893,672	\$893,672	\$3,576,168

1) Personnel

Description/Rationale	Annual Salary	% FTE	# FTEs	Total Cost
Project Support Manager – Support and manage Demonstration Grant Process (years 1-4)	\$80,000	50%	1	\$160,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 160,000	36%	\$57,600

3) Travel – None

4) Equipment – None

5) Supplies

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	1	\$15,650

6) Contractual – None

7) Training Stipends – None

8) Other

Description/Rationale	Funding per School	# of Grants per Region	# of Regions	Total Cost
Demonstration Grants -- Grants for successful schools to showcase and capture their success. Funds go towards demonstration days every year (years 1-4)	\$25,000	3	11	\$3,300,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$884,250	\$883,000	\$883,000	\$883,000	\$3,533,250

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$59,250	\$58,000	\$58,000	\$58,000	\$233,250
Indirect Costs	\$10,902	\$10,672	\$10,672	\$10,672	\$42,918

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$895,152	\$893,672	\$893,672	\$893,672	\$3,576,168

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Turnaround Partnerships and Learning Communities (TPLCs)
Associated with Criteria: (E)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
2	Fringe Benefits	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$4,850	\$3,600	\$3,600	\$3,600	\$15,650
6	Contractual	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$44,000	\$44,000	\$44,000	\$44,000	\$176,000
9	<i>Total Direct Costs (lines 1-8)</i>	\$253,250	\$252,000	\$252,000	\$252,000	\$1,009,250
10	Indirect Cost	\$18,998	\$18,768	\$18,768	\$18,768	\$75,302
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$737,394	\$737,394	\$737,394	\$737,394	\$2,949,576
13	Total Costs (lines 9-12)	\$1,009,642	\$1,008,162	\$1,008,162	\$1,008,162	\$4,034,128

1) Personnel

Description/Rationale	Annual Salary	% FTE	# FTEs	Total Cost
Project Support Manager – Support and manage Demonstration Grant Process (years 1-4)	\$80,000	50%	1	\$160,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 160,000	36%	\$57,600

3) Travel – None

4) Equipment – None

5) Supplies

Description/Rationale	Cost per FTE	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	1	\$15,650

6) Contractual

Description/Rationale	Total Cost per Year	Total Cost
Funds to contract with a vendor to produce a report stemming from the annual turnaround educator conference (years 1-4)	\$150,000	\$600,000

7) Training Stipends – None

8) Other

Description/Rationale	Cost per Facilitator/ Meeting	# of Facilitators	Total Cost
Cost of facilitators for annual conference to discuss results and further share best practices (years 1-4)	\$3,000	8	\$96,000
Funds for procuring meeting space (years 1-4)	\$20,000	N/A	\$80,000

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$253,250	\$252,000	\$252,000	\$252,000	\$1,009,250

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$103,250	\$102,000	\$102,000	\$102,000	\$409,250
Indirect Costs	\$18,998	\$18,768	\$18,768	\$18,768	\$75,302

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
For lowest-achieving schools, fund partnerships with LEAs or other support organizations to provide critical turnaround assistance, includes travel costs	\$737,394	\$737,394	\$737,394	\$737,394	\$2,949,576

13) Total Costs

Inputs	Year 1	Year 2	Year 3	Year 4	Total
Total Costs	\$1,009,642	\$1,008,162	\$1,008,162	\$1,008,162	\$4,034,128

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

Project Name: Learning and Evaluation

Associated with Criteria: (E)(2)

		Project Year	Project Year	Project Year	Project Year	Total
	Budget Categories	1	2	3	4	
1	Personnel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
2	Fringe Benefits	\$7,200	\$7,200	\$7,200	\$7,200	\$28,800
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$2,425	\$1,800	\$1,800	\$1,800	\$7,825
6	Contractual	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,000,000
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 1,029,625	\$ 1,029,000	\$ 1,029,000	\$ 1,029,000	\$ 4,116,625
10	Indirect Cost	\$5,451	\$5,336	\$5,336	\$5,336	\$21,459
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13	Total Costs (lines 9-12)	\$ 1,035,076	\$ 1,034,336	\$ 1,034,336	\$ 1,034,336	\$ 4,138,084

1) Personnel

Description/Rationale	Annual Salary	% FTE	# of FTEs	Total Cost
Project Support Manager -- Manage and coordinate evaluation and development of cross-state forum	\$80,000	25%	1	\$80,000

2) Fringe Benefits

Description/Rationale	Applicable Salaries	Rate	Total Cost
Employee State Benefits Rate	\$ 80,000	36%	\$28,800

3) Travel – None**4) Equipment – None****5) Supplies**

Description/Rationale	Cost per FTE	% FTEs	# of FTEs	Total Cost
General expenses, office equipment and miscellaneous office supplies (\$9,700 per FTE in year 1, \$7,200 per FTE in years 2-4)	\$9,700	25%	1	\$7,825

6) Contractual

Description/Rationale	Cost per Year	Total Cost
Contract with a vendor to conduct evaluation of four intervention models in the lowest-achieving schools to examine implementation and determine effects of each model (years 1-4)	\$1,000,000	\$4,000,000

7) Training Stipends – None**8) Other – None**

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Direct Costs	\$1,029,625	\$1,029,000	\$1,029,000	\$1,029,000	\$4,116,625

10) Indirect Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Applicable Direct Costs	\$29,625	\$29,000	\$29,000	\$29,000	\$116,625
Indirect Costs	\$5,451	\$5,336	\$5,336	\$5,336	\$21,459

11) Funding for Involved LEAs – None

12) Supplemental Funding Participating LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$1,035,076	\$1,034,336	\$1,034,336	\$1,034,336	\$4,138,084

Budget Part II: Project-Level Budget Table
(Evidence for selection criterion (A)(2)(i)(d))
Project Name: Turnaround Teachers and Leaders
Associated with Criteria: (E)(2), (D)(5)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$0	\$0	\$0	\$0	\$0
2	Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3	Travel	\$0	\$0	\$0	\$0	\$0
4	Equipment	\$0	\$0	\$0	\$0	\$0
5	Supplies	\$0	\$0	\$0	\$0	\$0
6	Contractual	\$0	\$0	\$0	\$0	\$0
7	Training Stipends	\$0	\$0	\$0	\$0	\$0
8	Other	\$0	\$0	\$0	\$0	\$0
9	<i>Total Direct Costs (lines 1-8)</i>	\$0	\$0	\$0	\$0	\$0
10	Indirect Cost	\$0	\$0	\$0	\$0	\$0
11	Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12	Supplemental Funding for Participating LEAs	\$2,836,130	\$2,836,130	\$0	\$0	\$5,672,261
13	Total Costs (lines 9-12)	\$2,836,130	\$2,836,130	\$0	\$0	\$5,672,261

- 1) Personnel – None
- 2) Fringe Benefits – None
- 3) Travel – None
- 4) Equipment – None
- 5) Supplies – None
- 6) Contractual – None
- 7) Training Stipends – None
- 8) Other – None
- 9) Total Direct Costs – None
- 10) Indirect Costs – None
- 11) Funding for Involved LEAs – None
- 12) Supplemental Funding Participating LEAs

Description/Rationale	Year 1	Year 2	Year 3	Year 4	Total
Funds for turnaround schools to attract high-quality administrators (turnaround fellows)	\$2,836,130	\$2,836,130	\$0	\$0	\$5,672,261

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,836,130	\$2,836,130	\$0	\$0	\$5,672,261

Budget Part II: Project-Level Budget Table

(Evidence for selection criterion (A)(2)(i)(d))

Project Name: STEM

Associated with Criteria: (B)(3), (C)(2), (D)(2), (E)(2)

		Project Year	Project Year	Project Year	Project Year	
	Budget Categories	1	2	3	4	Total
1	Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2	Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ 2,000,000	\$ 2,000,000	\$ 1,000,000	\$ 1,000,000	\$ 6,000,000
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	<i>Total Direct Costs (lines 1-8)</i>	\$ 2,000,000	\$ 2,000,000	\$ 1,000,000	\$ 1,000,000	\$ 6,000,000
10	Indirect Cost	\$ -	\$ -	\$ -	\$ -	\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 2,000,000	\$ 2,000,000	\$ 1,000,000	\$ 1,000,000	\$ 6,000,000

- 1) **Personnel – None**
- 2) **Fringe Benefits – None**
- 3) **Travel – None**
- 4) **Equipment – None**
- 5) **Supplies – None**
- 6) **Contractual**

Description/Rationale	Cost per Year	Total Cost
<p>\$6 million will be awarded over the 4 year grant period on a contractual basis to a STEM learning network as a non-LEA partner to create, support and expand a STEM network and learning exchanges that will support the STEM plan under California's Race to the Top proposal. The non-LEA partner will be chosen via a competitive RFP process and be held to strict accountability measures through the RttT Implementation Team for supporting, expanding or implementing existing/proposed STEM programs. These programs include, but are not limited to, the initiatives that have been outlined in this application (See Section (P)(2)).</p> <p>The non-LEA STEM partner will be chosen based on the following qualifications:</p> <ul style="list-style-type: none"> • Support from a wide variety of partners across both the public and private sectors with specific expertise in science, technology and education; • Experience using scientific, technical and quantitative to strengthen K-14 STEM college and career pathways for students; • Existing financial support from foundations or other organizations; and • Proven success in creating or supporting evidence-driven STEM programs/exchanges across the state. <p>Additionally, priority will be given to an organization that will match RttT funds 1 to 1 with other grants and private funding to ensure the continuation of the STEM learning networks and programs after the grant period</p>	<p>\$2,000,000 for years 1-2 \$1,000,000 for years 3-4</p>	<p>\$6,000,000</p>

7) Training Stipends – None

8) Other – None

9) Total Direct Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,000,000	\$2,000,000	\$1,000,000	\$1,000,000	\$6,000,000

10) Indirect Costs – None

11) Funding for Involved LEAs – None

12) Supplemental Funding for LEAs – None

13) Total Costs

<u>Inputs</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
Total Costs	\$2,000,000	\$2,000,000	\$1,000,000	\$1,000,000	\$6,000,000

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒
NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _7_/_1_/____2009__ To: _6_/_30_/__2010__

Approving Federal agency: _x_ ED ____ Other

(Please specify agency): _____

Appendix A2ie.I

Sample Letters of Support



Governor Gray Davis (Ret.)

May 27, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing this letter in support of California's application for Race to the Top Grants in Round Two, and I strongly request your support of our state in this effort.

As a state, California fully embraces the goals of the Race to the Top Program -- and our LEAs, who put together our plans for this application and signed the MOU, are also equally committed to improving student achievement. In fact, many of our great local school leaders are already demonstrating their personal commitment to accountability and achievement.

In California, education is delivered at the local level by school districts, superintendents and teachers. At the state level, California has long been committed to maintaining the highest of standards and assessments to improve student achievement.

As Governor, my biggest priority was improving education. In that regard, I was pleased to continue and complete the work begun by Governor Pete Wilson by adopting very high academic standards. Your focus on STEM is something that our state wholly supports and embraces. In fact, California is proud to have taken a leadership role in this area. Although California governors disagree on certain issues, education is not one of them. I can say with confidence that our state's long held commitment to educating all of our students is one that continues on, regardless of who serves as governor.

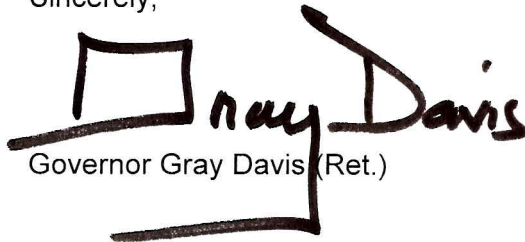


10100 Santa Monica Boulevard, Suite 2200, Los Angeles, California 90067 www.loeb.com
(310) 282-2223 ggd@loeb.com

Put another way, making education a top priority is a non-partisan issue here, and it's close to all Californians hearts.

In closing, I urge you to give every possible consideration to this application with the assurance that California remains committed to our schools and to implementing the reforms and plans necessary for success.

Sincerely,

A handwritten signature in dark ink. It features a stylized square symbol to the left of the name "Gray Davis". The signature is written in a cursive, flowing style. Below the signature, the text "Governor Gray Davis (Ret.)" is printed.

Governor Gray Davis (Ret.)

Governor Pete Wilson

355 S. Grand Avenue, Suite 4400
Los Angeles, CA 90071
(213) 680-6777
pete.wilson@bingham.com

Dear Secretary Duncan,

I am in strong support of California's Race to the Top application. Equipping all our students to achieve success, supporting effective teachers and principals, evaluating their performance in terms of student achievement, and focusing on our high poverty and low performing schools are all goals to which California is committed.

Education was a top priority of my administration. We insisted upon creating high academic content standards and aligning our teacher training, curriculum, textbooks and tests to those high standards. Teaching all our students so as to allow them to reach those high standards remains our great challenge. It is a goal too important to be exploited for partisan gain or to satisfy advocates of the status quo.

The size and diversity of California's student population makes our success here essential to the nation's success. I respectfully urge your strong support of California's plan for the educational reform and accountability essential to equip all our students to be useful citizens and competent participants in today's and tomorrow's economy.

Sincerely,

A handwritten signature in black ink that reads "Pete Wilson". The signature is fluid and cursive, with the first name "Pete" and last name "Wilson" clearly distinguishable.

Governor Pete Wilson

United States Senate

HART SENATE OFFICE BUILDING
SUITE 112
WASHINGTON, DC 20510-0505
(202) 224-3553
<http://boxer.senate.gov/contact>

May 28, 2010

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Ave SW
Washington, DC 20202

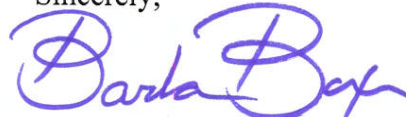
Dear Secretary Duncan:

I write to support the State of California's application for Race to the Top (RTTT) Phase Two funds. For this application California has brought together school districts that are interested in participating in the RTTT program to improve education for their students. The local superintendents leading this effort worked to put forward a plan that they feel builds successfully on the work already being done to improve California schools.

These resources are critical for California, particularly right now. As you know, California is facing a \$19 billion deficit in the next fiscal year. Between cuts at the state and local levels, more than 26,000 education workers have received layoff notices. Now more than ever, California is in need of funding to help improve our children's education.

Achieving dramatic gains in student performance in California will require significant investments and that is why this funding is so critical. I look forward to working with you to ensure that California's application receives your full consideration.

Sincerely,



Barbara Boxer
United States Senator



United States Senate

WASHINGTON, DC 20510-0504

<http://feinstein.senate.gov>

May 27, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202

Dear Secretary Duncan,

I write in support of the State of California's application for a Race to the Top education grant under the American Recovery and Reinvestment Act. This proposal would make significant reforms to improve the education of California's children and help reach more than 1.7 million students in urban, rural and charter schools.

A grant of up to \$700 million of these much-needed funds would help the State's schools spur crucial growth and innovation.

Specifically, the proposal includes a strong focus on teacher and principal evaluations by using multiple measures to ensure the best educators and leaders for students. It would also implement necessary strategies to turn-around the State's lowest performing schools where there is the greatest need to increase student academic achievement, and would expand successful math and science programs from kindergarten to high school. In our increasingly global economy, it is essential that students be prepared with the skills to achieve their highest potential.

California's application represents bold reform and is keeping with the President's call for innovation in the classroom. The grant funding would also come at a critical time. Many schools are facing dire budget decisions during this tough economic time and struggling to make needed reforms with limited resources that ensure successful outcomes and help provide the best education to our children.

Thank you for your consideration of this important request.

Sincerely,

A handwritten signature in black ink, appearing to read "Dianne Feinstein", written over a large, stylized circular flourish.

Dianne Feinstein
United States Senator

Congress of the United States
Washington, DC 20515

May 28, 2010

Mr. Jack O'Connell
Ms. Bonnie Reiss
Mr. Theodore Mitchell
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Mr. O'Connell, Ms. Reiss, and Mr. Mitchell:

As Members of the California Congressional Delegation, we are writing to express our strong support for California's application for Phase Two of the Race to the Top (RTTT) grant competition. We believe the proposed reform measures will go a long way in reshaping California's K-12 education system to prepare students for a more competitive and global economy.

Improving education in all of the nation's schools, but particularly in California, is of the upmost importance to us. The state's proposal focuses on teacher and principal evaluations using multiple measures and standards and assessment systems that will support student achievement and turn around failing schools. The proposal would also enhance local data systems and implement necessary turn-around strategies for the lowest performing schools.

In particular, we would like to applaud the state's efforts to expand partnerships between local school districts, such as Long Beach and Fresno, to collaborate and share knowledge and resources to increase graduation rates and prepare students for college and the working world. We are especially pleased to see the state's efforts to partner local higher education institutions with school districts, providing students with professional development and leadership programs.

We are confident that California's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. California's students will benefit from the steadfast commitment of state and local officials, the higher education and business communities, and other education stakeholders working collaboratively towards improving the education system for their future.

May 28, 2010
Page 2

This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and to remain strong and vital in the global market. We are pleased to support these efforts.

Sincerely,

George Miller

Mr. G. Shao

Pete Stark

Sam Tan

Mike Thompson

Susan H. Davis

Wanda J. Jiang

Zoe Lofgren

Michael Honda

Howard J. Berman

Bob Capps

Shirley E. Watson

Anna Escobedo Cabral

Loretta Sanchez

May 28, 2010
Page 3

Janet Ham
Paul Filer

Barbara Lee
Louise Roybal-Alcala

Signatures	
Name	Title
George Miller	U.S. Congressman, 7th District, CA
Zoe Lofgren	U.S. Congresswoman, 14th District, CA
Anna Eshoo	U.S. Congresswoman, 16th District, CA
Michael Honda	U.S. Congressman, 15th District, CA
Pete Stark	U.S. Congressman, 13th District, CA
Howard Berman	U.S. Congressman, 28th District, CA
Sam Farr	U.S. Congressman, 17th District, CA
Lois Capps	U.S. Congresswoman, 23rd District, CA
Mike Thompson	U.S. Congressman, 1st District, CA
Diane Watson	U.S. Congresswoman, 33rd District, CA
Susan Davis	U.S. Congresswoman, 53rd District, CA
Laura Richardson	U.S. Congresswoman, 37th District, CA
Linda Sanchez	U.S. Congresswoman, 39th District, CA
Barbara Lee	U.S. Congresswoman, 9th District, CA
Loretta Sanchez	U.S. Congresswoman, 47th District, CA
Lucille Roybal- Allard	U.S. Congresswoman, 34th District, CA
Jane Harrnan	U.S. Congresswoman, 36th District, CA
Bob Filner	U.S. Congressman, 51st District, CA
Xavier Becerra	U.S. Congressman, 31st District, CA

STATE CAPITOL, ROOM 5097
SACRAMENTO, CA 95814
TEL (916) 651-4014
FAX (916) 327-3523

SENATOR COGDILL@SEN.CA.GOV
WWW.SEN.CA.GOV/COGDILL

California State Senate



DAVE COGDILL
STATE SENATOR
FOURTEENTH DISTRICT

DISTRICT OFFICES

4974 E. CLINTON WAY, SUITE 100
FRESNO, CA 93727
TEL (559) 253-7122
FAX (559) 253-7127

1308 W. MAIN ST., SUITE C
RIPON, CA 95366
TEL (209) 599-8540
FAX (209) 599-8547

May 27, 2010

Bonnie Reiss, Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814

Dear Secretary Reiss:

I am writing to again express my strong support of California's application for the federal Race to the Top Phase Two funds. I understand this new approach, driven by local school district superintendents, will give us a plan for California that reflects the excellent work already being done in our schools, and builds on that foundation for future reforms.

I also understand that the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvements
- Supports and continues to expand upon great STEM programs throughout our
- K-12 curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline, producing teachers ready to enter the classroom and encouraging work in low performing schools.

This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens, remaining strong and vital in competing in the global market.

If you have any questions regarding my support please contact me directly or Bob Wiedman, my Deputy District Director in Ripon, at 209-599-8540.

Sincerely,

A handwritten signature of Dave Cogdill in black ink.

Dave Cogdill
Senator, 14th District

DEC:rlw

cc: State Working Group for "Race to the Top"

California State Senate

DISTRICT OFFICE

149 S. Mednik Ave., #202

Los Angeles, CA 90022

TEL (323) 881-0100

FAX (323) 881-0101

senator.romero@sen.ca.gov

www.sen.ca.gov/romero

SENATOR GLORIA ROMERO

24TH DISTRICT



CAPITOL OFFICE

State Capitol, Room 2090

Sacramento, CA 95814

TEL (916) 651-4024

FAX (916) 445-0485

May 25, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I write this letter as evidence of my strong support for California's Race To The Top grant application. California's proposal seeks funding to validate some of the state's most promising innovations that have demonstrably improved education opportunities for all students. At a time when a growing achievement gap and increasing drop-out rate are of growing concern to this country and to the global educational community, this proposal combines and expands on existing, successful programs to serve California's highest-need students in our most challenged schools.

While we realize there exists a crisis in our education system, our commitment to implementing real reform and change is unrelenting. California has overcome obstacles in meeting the challenges presented to us in Race To The Top. As we continue this "marathon," failure is simply not an option. I am more committed than ever to returning California to the Golden State it once was and to ensuring that each of our students receives the quality education they deserve.

I applaud President Obama for his steadfast commitment to the future of this nation. I ask that you give California's Race To The Top application every favorable consideration. I look forward to working with our education stakeholders to close the achievement gap and prepare more underserved public school students for success in college and careers.

Sincerely,

A handwritten signature in cursive script that reads "Gloria Romero".

GLORIA ROMERO
Chair, Senate Education Committee

Assembly
California Legislature

MICHAEL N. VILLINES
ASSEMBLYMEMBER, TWENTY-NINTH DISTRICT

May 24, 2010

Bonnie Reiss, Secretary of Education
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street
Sacramento, CA 95814

Dear Secretary Reiss, Superintendent O'Connell, and Board President Mitchell:

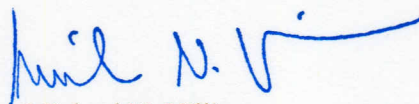
I am pleased to offer my strong support for California's application for the federal *Race to the Top Phase Two* funds through a grant from the U. S. Department of Education.

This new approach, which is being driven by local school district superintendents, including Clovis Unified in my district, will give California a plan that reflects the excellent work being done already in our schools and builds a solid foundation for future reforms. Specifically the plan will do the following:

- Place stronger focus on teacher and principal evaluations using multiple measures that support effective teachers and principals;
- Build upon and refine California's rigorous standards and assessment systems that support student achievement and turn-around failing schools;
- Enhance local data systems and provide training toward "real time" classroom instructional improvement;
- Support and continue to expand upon Science, Technology, Engineering, and Mathematics (STEM) programs throughout K-12 curriculum and training; and
- Continue to advance teacher collaboration for higher education and classroom readiness; and encourage work in low-performing schools.

By partnering with the federal government, *Race to the Top Phase Two* represents California's best chance to engage in the fundamental reforms that are needed to develop and improve our state's public education system. I am committed to supporting the state's efforts in these areas to ensure every child is prepared to succeed in life.

Most Sincerely,



Michael N. Villines
Assemblyman, 29th District



May 26, 2010

224 Airport Parkway, Suite 620
San Jose, CA 95110
PH | 408.501.7864
FAX | 408.501.7861
www.realcoalition.org

LUCY DUNN
Co-Chair
Orange County Business Council

CARL GUARDINO
Co-Chair
Silicon Valley Leadership Group

RON ADDINGTON
Business Council of
San Joaquin County

BILL ALLEN
Los Angeles County Economic
Development Corporation

RUBEN BARRALES
San Diego Chamber of Commerce

LINDA BEST
Contra Costa Council

PAT DANDO
San Jose Silicon Valley Chamber
of Commerce

STEVE FALK
San Francisco Chamber of Commerce

HEIDI GALLEGOS
Regional Chamber of Commerce
San Gabriel Valley

RANDY GORDON
Long Beach Area Chamber of Commerce

LEE HARRINGTON
Southern California Leadership Council

BRUCE KERN
East Bay Economic Development Alliance

MATTHEW MAHOOD
Sacramento Metro Chamber of Commerce

JULIE MEIER WRIGHT
San Diego Regional Economic
Development Corporation

CYNTHIA MURRAY
North Bay Leadership Council

AL SMITH
Greater Fresno Area Chamber
of Commerce

GARY TOEBBEN
Los Angeles Area Chamber of Commerce

JIM WUNDERMAN
Bay Area Council Bay Area Council

Bonnie Reiss, Secretary of Education, State of California
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

RE: RACE TO THE TOP APPLICATION

Dear Secretary Reiss, Superintendent O'Connell, and Board President Mitchell:

The Regional Economic Association Leaders (R.E.A.L.) Coalition would like to thank you for your leadership and express our support for California's Race to the Top (RTTT) application which will allow the state to compete for funding available to states through the Obama administration's Race to the Top initiative.

The R.E.A.L. Coalition advocated for Race to the Top legislation to improve California's public education, including a serious plan for turning around our lowest performing schools and a focus on accountability. We have consistently advocated for developing and implementing a comprehensive longitudinal data system in California and are very pleased that this legislation not only fulfills that promise but will also connect workforce data to ensure employment outcomes are measured.

We pledge our full support to the aims and ambitions incorporated into California's Race to the Top legislation. The R.E.A.L. Coalition will continue sustained advocacy efforts to build the necessary political capital to achieve these changes and defeat attempts to impede progress for students. Further, we pledge to support efforts in our regions to implement these bold reforms and help connect employers to schools. The R.E.A.L. Coalition has laid out a strong 2010 agenda for supporting public education which is included as an addendum to this letter.

The R.E.A.L. Coalition is composed of 17 of California's most influential business associations from throughout the state, representing over 11,000 employers and more than 3 million California jobs. The purpose of the coalition is to address and advocate for important issues of common concern to participating organizations. As you can imagine, education and workforce development are critical issues for the coalition, and for the business organizations we represent.

We are committed to supporting the state's efforts and look forward to seeing the ways that these reforms will change our education system to promote economic opportunity and prosperity among all Californians.

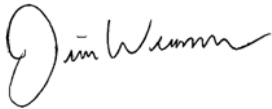
Sincerely,

Carl Guardino
President & CEO
Silicon Valley Leadership Group

Lucy Dunn
President & CEO
Orange County Business Council

Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce

Cynthia Murray
President & CEO
North Bay Leadership Council



Jim Wunderman
President & CEO
Bay Area Council



Andrew Poat
Vice President of Public Policy
San Diego Regional Economic Development
Corporation



Steve Falk
President & CEO
San Francisco Chamber of Commerce



Randy Gordon
President & CEO
Long Beach Area Chamber of Commerce



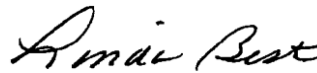
Pat Dando
President & CEO
San Jose Silicon Valley Chamber of Commerce



Al Smith
President & CEO
Greater Fresno Area Chamber of Commerce



Ruben Barrales
President & CEO
San Diego Chamber of Commerce



Linda Best
President & CEO
Contra Costa Council



Bruce Kern
Executive Director
East Bay Economic Development Alliance



Matthew R. Mahood
President & CEO
Sacramento Metro Chamber



Bill Allen
President & CEO
Los Angeles County Economic Development
Corporation



Ron Addington
President & CEO
Business Council of San Joaquin County

Enclosure: REAL Coalition 2010 Education and Workforce Development Goals



224 Airport Parkway, Suite 620
San Jose, CA 95110
PH | 408.501.7864
FAX | 408.501.7861
www.realcoalition.org

REGIONAL ECONOMIC ASSOCIATION LEADERS OF CALIFORNIA EDUCATION & WORKFORCE DEVELOPMENT

2010 GOALS

LUCY DUNN
Co-Chair
Orange County Business Council

CARL GUARDINO
Co-Chair
Silicon Valley Leadership Group

BILL ALLEN
Los Angeles County Economic
Development Corporation

RUBEN BARRALES
San Diego Chamber of Commerce

LINDA BEST
Contra Costa Council

PAT DANDO
San Jose Silicon Valley Chamber
of Commerce

STEVE FALK
San Francisco Chamber of Commerce

HEIDI GALLEGOS
Regional Chamber of Commerce
San Gabriel Valley

RANDY GORDON
Long Beach Area Chamber of Commerce

LEE HARRINGTON
Southern California Leadership Council

BRUCE KERN
East Bay Economic Development Alliance

MATTHEW MAHOOD
Sacramento Metro Chamber of Commerce

JULIE MEIER WRIGHT
San Diego Regional Economic
Development Corporation

CYNTHIA MURRAY
North Bay Leadership Council

AL SMITH
Greater Fresno Area Chamber
of Commerce

GARY TOEBBEN
Los Angeles Area Chamber of Commerce

JIM WUNDERMAN
Bay Area Council

1. Support Next Steps to Construct a Statewide Longitudinal Data System (SLDS)

- Support the access, governance and use of data through legislation
- Advocate for adequate funding to support the implementation of a SLDS
- Support a competitive ARRA/RTTT SLDS application
- Advocate for a long-term commitment from the State to fund SLDS

2. Help California Submit a Competitive Application for ARRA/Federal Race to the Top K-12 Funding

3. Improve Student Access and Completion of a Post-Secondary Education

- Help California Secure \$2-4 billion in American Graduation Initiative Funding (HR 3221)
- Advocate for increased investment in Higher Education tied to a Student Success Agenda

4. Expand Early Education Opportunities

- Identify business leaders to engage in early education: Set the context for members and continue to provide knowledge regarding return on investment
- Influence CA Governor Candidate series. Track candidate events and ensure early education is discussed
- Maximize federal dollars in early education: Support HR 3221

5. Increase High School Graduation Rates

- Support Senate Pro-tem Steinberg's High School Graduation initiative(s)
- Support the findings and implementation of the AB 2648 Report on Multiple Pathways

6. Continue to Advocate for Education Finance Policy Reform

7. Engage Gubernatorial & State Superintendent of Instruction Candidates to Make Education a Key Campaign Issue

California RttT Appendices Page 186

8. Promote Regional Business Engagement in Education

Strengthening the Voice of Business

May 25, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

On behalf of the Los Angeles County Business Federation (BizFed) – representing 72 top business organizations with more than 100,000 businesses employing 2 million people in LA County - we are writing to express our strong support of California's application for the federal Race to the Top Phase Two funds.

BizFed has long supported California's efforts to qualify for these federal funds and recognizes educational improvements as a TOP member concern cited as critical to building a strong workforce for ongoing operations in Los Angeles County and throughout the state.

This new approach to qualifying for the funds, driven by local school district superintendents, represents a plan for building on the excellent work already being done in our schools and laying a foundation for future reforms. Specifically, the plan will:

- Use multiple measures to strengthen the focus on teacher and principal evaluations to support effective teachers and principals
- Build on and refine California's rigorous standards and assessment systems that support student achievement and are key to turning around failing schools
- Enhance local data systems and provide training toward "real time" classroom instructional improvement
- Implement necessary turnaround strategies for our lowest-performing schools
- Support and continue to expand upon STEM programs in our kindergarten- through-Grade 12 curriculum and training
- Continue to advance collaboration with higher education on the teacher pipeline and producing classroom-ready teachers

BizFed welcomes partnering with the federal government in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders – which are vital to building a qualified workforce.

Sincerely,



Tom Flintoft
BizFed Chair
LAX Coastal Area Chamber



David Fleming
BizFed Founding Chair
Latham & Watkins



Tracy Rafter
BizFed CEO
Rafter Group, Inc.



☎ tel: (916) 448-0995 1107 9th Street, Suite 700, Sacramento, CA 95814

{ www.myschool.org }

May 20, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

I am writing to express the California Charter Schools Association's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

If you have any questions regarding this letter of support, please contact Branché Jones at (916) 296-2711.

Sincerely,

A handwritten signature in black ink that reads "Jed Wallace". The signature is written in a cursive style with a large, stylized "J" and "W".

Jed Wallace
President and CEO



CALIFORNIA STATE CONFERENCE OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

ESQUIRE PLAZA, 1215 K STREET, 16TH FLOOR, SUITE 1609 • SACRAMENTO, CA 95814 • (916) 498-1898 • FAX (916) 498-1895

May 19, 2010

Alice A. Huffman
President

Gwen Moore
1st Vice President

Kenneth L. Nelson
2nd Vice President

Naomi Rainey
3rd Vice President

Ida M. Johnson
Secretary

Olivia Verrett
Assistant Secretary

Carolyn Veal-Hunter
Treasurer

Alan Carroll
Assistant Treasurer

Waudier Rucker-Hughes
Area Director Southeast

Ronald Hasson
Area Director Southwest

Delois Edwards
Area Director North

LaJuana Bivens
Area Director Central

Dan Daniels, Sr.
Area Director Coastal

Christopher Jackson
Area Director West

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

I'm writing to express the California State NAACP's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

If you have any questions regarding this letter of support, please contact our Legislative Advocate, Malaki Seku-Amen, at 916.498.1898.

Sincerely,

Alice A. Huffman
President



05/24/2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

I am writing to express the Central California Hispanic Chamber of Commerce's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling

our promise to our citizens and remain strong, and vital in competing in the global market.

Sincerely,

Jose Plascencia
President
Central California Hispanic Chamber of Commerce
2331 Fresno Street
Fresno, California 93721

California School Boards Association

May 24, 2010



The Honorable Jack O'Connell, State Superintendent of Public Instruction
The Honorable Theodore Mitchell, President, State Board of Education
The Honorable Bonnie Reiss, Secretary of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Superintendent O'Connell, Board President Mitchell, and Secretary Reiss:

We are writing to express the California School Boards Association's support of California's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in California by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

CSBA is proud to stand by the nearly 100 member school districts and county offices of education who are embracing opportunities for resources and innovation. CSBA hopes that as a part of Race to the Top the State will enhance its support for districts and county offices of education to improve classroom instruction.

As a statewide association, we are committed to supporting the State's efforts in this area. Local school boards are looking forward to working as partners with the State to improve student outcomes. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that California can win this race.

Sincerely,

Frank Pugh
President
California School Boards Association

Scott P. Plotkin
Executive Director
California School Boards Association

3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

May 25, 2010

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

The Honorable Jack O'Connell, State Superintendent of Public Instruction
The Honorable Bonnie Reiss, Secretary of Education
Dr. Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

The California State University strongly supports California's application for the federal Race to the Top Phase Two funds. Strengths in the new plan include its provisions that:

- Provide a strong focus on teacher and principal evaluations, using multiple measures, that support effective teachers and principals
- Build on and refine California's rigorous standards and assessment systems that support student achievement and turning around failing schools
- Enhance local data systems and provide training focused on classroom instructional improvement
- Implement important turn-around strategies for our lowest performing schools
- Support and expand California's current excellent STEM programs throughout the K-12 curriculum
- Advance collaboration with higher education on the teacher pipeline in order to produce teachers ready to enter any classroom and encourage them to work in low performing schools

We welcome partnering with other entities in California and with the federal government in supporting public education reforms. This will help improve student achievement for all our schools and create and support effective teachers, principals and leaders.

If you have questions regarding this letter of support, please contact Dr. Beverly Young, Assistant Vice Chancellor, at (562) 951-4747 or byoung@calstate.edu.

With kind regards,

Sincerely,

Charles B. Reed
Chancellor

CBR/by



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811

(916) 322-6253

Fax (916) 4450800

www.ctc.ca.gov

Executive Office

May 17, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

I am writing to express the California Commission on Teacher Credentialing's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

If you have any questions regarding this letter of support, please contact me at (916) 322-6253 or at djanssen@ctc.ca.gov.

Sincerely,

A handwritten signature in cursive script, reading "Dale Janssen", followed by a long horizontal flourish.

Dale A. Janssen
Executive Director



The Education Trust—West

The Honorable Jack O'Connell, State Superintendent of Public Instruction
The Honorable Bonnie Reiss, Secretary of Education
The Honorable Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

As the leading policy, research and advocacy organization that works to close the gaps in opportunity and achievement pre-kindergarten through college for students of color and students in poverty, I am writing to express The Education Trust—West's support of California's application for the federal Race to the Top Phase Two funds. A new application approach, which is being driven by local school district superintendents, serves as the foundation for an education reform plan that builds on district-level work already yielding positive outcomes for California's schools, while leveraging this success to usher in other reforms statewide.

As you know, California has some of the widest achievement gaps in the nation for African-American and Latino students and students in poverty. The promise of this application is the potential it has to spur the strategies necessary to close those gaps.

Specifically, the plan does the following:

- Provides a stronger focus on teacher and principal evaluations using multiple measures, including student performance data that identifies effective teachers and principals;
- Builds on and refines California's standards and assessment systems, in order to support student achievement and turnaround failing schools;
- Enhances local data systems and provides training toward "real time" data-based classroom instructional improvement and decision-making;
- Implements necessary turnaround strategies for our lowest performing schools, which disproportionately serve high concentrations of students of color and students in poverty.

The Race to the Top Competition has been a driving force for education reform in the state of California. This application is a substantial improvement over the state's first-round effort and represents a watershed moment for education reform in our state.

For these reasons, the Education Trust—West supports this application. Should you have any questions, please contact me at (510) 465-6444, x304.

Sincerely,

Arun Ramanathan
Executive Director, The Education Trust—West



May 24, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

LEED – Linking Education and Economic Development, is an employer/education partnership serving the six-county Sacramento region. Our board of directors and partners – employers, educators, business, labor and civic leaders – all agree that quality education is the key to economic prosperity for our state, our region and our residents.

On behalf of the LEED board of directors, I am writing to offer our organization's emphatic support of California's application for the Federal Race to the Top Phase-Two funds. This new approach, which is being driven by local school district superintendents, will give California a plan that reflects the excellent work being done already in our schools, and build on that foundation for future reforms.

LEED will support this endeavor in the following ways:

- Endorse stronger focus on teacher and principal evaluations, using multiple measures that support great and effective teachers and principals
- Support the refining of California's already rigorous standards and assessment systems that support student achievement to turn around failing schools.
- Support and continue to help expand upon excellent STEM programs throughout the K-12 and post-secondary education institutions.
- Help facilitate the collaboration with higher education in the teacher pipeline programs to produce teachers ready to enter the classroom who understand the benefits of integrated curriculum, academy model programs and the importance of turning around low-performing schools.

LEED fully endorses California and our Sacramento Region in partnering with the federal government in our collective efforts to apply reforms to public education that will help improve student achievement for all schools and support effective teachers, principals and leaders. Moreover, we acknowledge the state of California's essential role in partnering with our region and with local school districts in preparing intelligent, competent citizens ready to compete in the global marketplace.

If you have any questions regarding this letter of support, please contact me at 916- 625-5200 Ext. 105 or at, dbutler@leed.org

Sincerely,



David Butler
Chief Executive Officer



LEAGUE OF CALIFORNIA AFTERSCHOOL PROVIDERS

2590 Truxtun Road, Suite 102 * San Diego, CA 92106

Phone: 619-222-2558 * Fax: 619-222-2581 * E-mail: amick.lcap@gmail.com

www.AfterSchoolLeague.org

May 24, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Board of Directors

Alvaro Cortes
Assistant Superintendent
Beyond the Bell Branch
Los Angeles USD

Randy Barth
Founder/CEO
THINK Together

Alix Frazer
Director
After School Learning Program
Fresno COE

Julia Fong Ma
Coordinator
After School Programs
Oakland USD

Cliff Munson
Program Director
SAFE Afterschool Programs
Siskiyou COE

Robert Cabeza
Executive Director
YMCA of Greater Long Beach
Downtown Community Development

Linda Lovelace
Senior Administrative Analyst
After School for All Initiative
San Francisco USD

Carla Sanger
President/CEO
LA's BEST
Afterschool Enrichment Program

Steven Amick
Executive Director
LCAP

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

I am writing to express the League of California Afterschool Provider's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

Sincerely,

Steven Amick
Executive Director

May 24, 2010

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

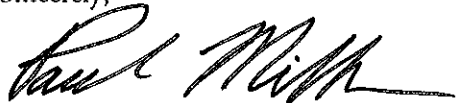
I am writing to express Teach For America's strong support of California's application for the federal Race to the Top Phase Two funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Teach For America is well-suited to partner with California to address the selection criteria put forth by the Race to the Top Fund, thus improving the state's competitiveness:

- Teach For America corps members have a proven track record in our classrooms, and would increase California's distribution of highly effective teachers to low-income and low-performing schools
- Corps members have been successfully used as a foundation for school turnarounds, providing excellent leadership as teachers and a strong pipeline for principals
- Teach For America has utilized student performance data to study the determinants of highly effective teachers and ensure continuous improvement of teacher training and support
- This metrics-driven approach has led to a number of teacher support resources – both tools and organizational structure – to enable the highest level of teacher effectiveness
- In order to have an impact that is more commensurate with the scale of need in the state, we propose growing to more than 2,000 corps members in California, including three new regional sites, by 2015
- This growth will lead to an alumni base of more than 7,000 individuals in 2015, growing by 1,000 each year, working at levels of policy and within our education system who have the unique insight gained from teaching successfully in low-income communities

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student outcomes for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

If you have any questions regarding this letter of support, please do not hesitate to contact me. I can be reached at paul.miller@teachforamerica.org or 213.489.9272 x34101.

Sincerely,



Paul Miller
Executive Director
Teach For America • Los Angeles

May 25, 2010

MARIA A. CASILLAS
PRESIDENT
JO Z. CARCEDO
EXECUTIVE DIRECTOR

BOARD OF DIRECTORS
VIRGIL ROBERTS, CHAIR
PARTNER
BOBBITT & ROBERTS

GAYLE MILLER, TREASURER
PRESIDENT (RETIRED)
ANNE KLEIN II

DR. EVANGELINA STOCKWELL,
SECRETARY
ASST. SUPERINTENDENT (RETIRED)
LAUSD

VERONICA COFFIELD
PRESIDENT
CHAKA KHAN FOUNDATION

STEPHEN DI PADUA
SR. REGIONAL MANAGER / 1ST VP
JPMORGAN CHASE & CO

SYLVIA FERULLO
JOURNALIST & NEWS ANCHOR
KCAL 9

JORGE HAYNES
DIRECTOR OF EXTERNAL RELATIONS
CAL STATE UNIVERSITY

RUEBEN MARTINEZ
OWNER
LIBRERÍA MARTINEZ BOOKS
AND ART GALLERY

ERIN PAK
PRESIDENT
KHEIR CENTER

DR. DARLINE ROBLES
SUPERINTENDENT
LOS ANGELES COUNTY OFFICE OF
EDUCATION

HAROLD M. WILLIAMS
PRESIDENT EMERITUS
J. PAUL GETTY TRUST

BOARD OF ADVISORS

JACK SHAKELY
PRESIDENT EMERITUS
CALIFORNIA COMMUNITY
FOUNDATION

VIRGINIA VICTORIN
VP, COMMUNITY RELATIONS
OFFICER
JPMORGAN CHASE & CO

Jack O'Connell, State Superintendent of Public Instruction
Bonnie Reiss, Secretary of Education
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1121 L Street, Suite 600
Sacramento, California 95814

Dear Superintendent O'Connell, Secretary Reiss, and Board President Mitchell:

Families In Schools (FIS), a not-for-profit organization that *involves families and communities in the education of their children to achieve lifelong success*, strongly supports California's application for the federal Race to the Top Phase II funds. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

We welcome partnering with the federal government in their effort to join us in supporting reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. This effort is critical if California and the United States are going to be successful in fulfilling our promise to our citizens and remain strong, and vital in competing in the global market.

If you have any questions regarding this letter of support, please contact Oscar Cruz at (213) 484-2870 extension 236 or at ocruz@familiesinschools.org.

Sincerely,



Oscar E. Cruz
Director of Community Engagement & Advocacy



STATE OF CALIFORNIA
OFFICE OF THE ATTORNEY GENERAL

EDMUND G. BROWN JR.
ATTORNEY GENERAL

May 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20200

Dear Secretary Duncan:

California has one out of eight of the nation's schoolchildren. We have some of the most successful students in the nation, but also some of the greatest educational challenges. For example, about thirty percent of our children are English learners, and our child poverty rate is significantly above the national average. Despite the fact that our schools need more funds, the California state government has slashed its school budget by billions of dollars.

I have reviewed California's Race to the Top, Round Two application. If elected Governor, I can assure you that I will actively collaborate with the districts and schools that took the initiative to craft this application. I know that our state will learn a great deal from the participating schools about many new avenues of educational reform that will be pioneered through this process.

California is poised at a unique moment in time. Our State must effectively implement this new program, starting with the current governor and continuing wholeheartedly with the next governor in January 2011. Should California succeed in the competition and if I am the next governor, I will give it everything I have to mobilize the educators and the people of California to make our schools the best possible by using the most creative ideas and practices available. My goal will be to ensure that our children master the necessary skills and and knowledge and develop an abiding love of learning.

Sincerely,


EDMUND G. BROWN JR.

Appendix A2iib.I

IHE MOU

**California's Race to the Top
Participating Institution of Higher Education (IHE)
Memorandum of Understanding
Revised 5-25-2010**

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the California Community Colleges ("Participating IHE"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project. The goal of this collaboration is to produce highly effective teachers for California schools especially in high-poverty, high-minority schools and in hard-to-staff subjects.

I. SCOPE OF WORK

COMMITMENTS COMMON TO ALL PARTICIPATING IHEs

The Participating IHE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in implementing the State's proposed reform plans, all Participating IHEs will dedicate resources and expertise to the following commitments common to all Participating IHEs (where applicable):

- Work with the State to validate State academic content standards, align them with college preparedness standards for credit-bearing college coursework, and embed them in credentialing programs;
- Reach cross-segment agreement on the use of a statewide common assessment of college and career readiness;
- Align IHE data systems with those of the participating LEAs and work collaboratively with those LEAs to facilitate the use of data to support instruction;
- Report the aggregated preservice Teaching Performance Assessment data based on the California Standards for the Teaching Profession to the Race to the Top Implementation Team annually;
- Collaborate with the Race to the Top Implementation Team and participating LEAs to link teacher and principal data to individuals' primary school of preparation, undergraduate institution, and year of completion by

fall 2011, in order to facilitate linkages between teacher and principal effectiveness ratings and school of preparation as those results become available;

- Work with the Race to the Top Implementation Team to help the state identify by spring 2012 valid measures of effectiveness and, within these effectiveness measures, establish targets for minimum program effectiveness that build upon baseline data and that include a clear accountability structure for failure to meet targets (up to and including program closure);
- By SY12-13, expand capacity in preparation and credentialing options that agreed-upon effectiveness measures show are successful at producing effective teachers and principals, and revise those options and programs that these measures show to be ineffective;
- Increase the supply of new teachers in areas where shortages continue to prevent turnaround schools from fulfilling federal requirements for highly qualified teachers in every classroom, including math, science, and special education;
- Revise preparation and credentialing program recruitment to address the supply of effective teachers and principals to high-poverty and high-minority schools and in hard-to-staff subjects (e.g., science and mathematics) and specialty areas (e.g., special education and career technical education);
- Conduct analysis of effective practices of higher performing/higher poverty schools and school districts to inform and adjust the curriculum of teacher and leader preparation programs.
- Organize teachers and leaders of higher performing schools, matched demographically with targeted turnaround schools to share effective practices on a peer-to-peer collegial basis.
- Purposefully place pre-service teachers, wherever possible, into higher performing, higher poverty schools for their field placements.
- Collaborate with LEAs to develop content-driven professional development that is aligned to the CSTPs and is based on evaluation feedback;
- Collaborate with LEAs to develop professional development institutes for

long-term, ongoing professional learning opportunities for practicing teachers, including institutes that enhance the effectiveness of teachers in turnaround schools;

- Collaborate to develop professional development specific to effective principal leadership based on evaluation feedback;
- Increase residency-based credentialing options within teacher preparation programs where a portion of the instruction and instructional credits will be provided by faculty working in participating K–12 schools;
- Expand academic preparation, retention, and community college transfer programs that are successful at increasing the college preparation, readiness, and persistence rates of students who attend the State's lowest-achieving schools;
- Provide the State with evaluation research and consultation services on the strategies used to turn around California's lowest-achieving schools, and broadly share the results of this evaluation research with K–12 educators, postsecondary education faculty, state and local policymakers, and other interested constituencies;
- Work with participating LEAs to develop additional field experience for students based on effective practices;
- Expand the recruitment of individuals into the teacher preparation programs who reflect the communities they serve, in order to increase likelihood of long term retention;
- Expand efforts to conduct and disseminate research about effective practices related to aligning standards and assessments, using data to inform instruction, preparing effective teachers and principals, and turning around persistently low-achieving schools; and
- Provide the Race to the Top Implementation Team with research support in the implementation of a new teacher and leader evaluation, compensation, and support structure.

II. PROJECT ADMINISTRATION

A. PARTICIPATING IHE RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the

State's Race to the Top application, the Participating IHE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into agreements with the RTTT Implementation Team that will describe more specifically the mutual responsibilities of the State and the IHE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State, the Participating LEAs, and the other Participating IHEs. The agreements must be provided to the State within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the IHE for funding based on the scope and quality of the work plan and the capacity of the IHE to provide the State and Participating LEAs with the meaningful and high quality support needed in implementing the State's approved plan. The agreements between the State and the IHE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and IHE activities will be sequenced.

2) Will implement the IHE Plan as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State, the Participating LEAs, and the other Participating IHEs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In working with the Participating IHE in implementing the tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating IHE in carrying out the IHE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Ensure the timely distribution of the IHE portions of Race to the Top grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;

3) Provide feedback on IHE status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating IHE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating IHE will all appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating IHE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating IHE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole

grant period.

5) State and Participating IHE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating IHE, or when the IHE Plan requires modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE IHE

If the State determines that the IHE is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the IHE to resolve the dispute in a timely manner.

III. ASSURANCES

The Participating IHE hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State;
- 3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and
- 4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

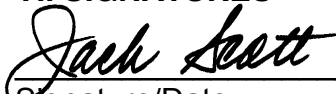
This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES


Signature/Date

May 27, 2010

JACK SCOTT, Ph.D.
Chancellor
California Community Colleges

President of Governing Board (optional):

Signature/Date

Print Name/Title

Faculty Association Leader (optional):

Signature/Date

Print Name/Title

Authorized State Official (required)

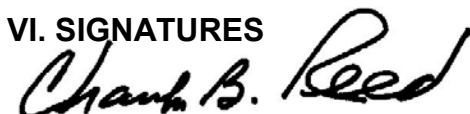
By its signature below, the State hereby accepts the IHE as a Participating IHE.

Signature/Date

Print Name/Title

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES



May 27, 2010

Signature/Date

CHARLES B. REED
Chancellor
The California State University

President of Governing Board (optional):

Signature/Date

Print Name/Title

Faculty Association Leader (optional):

Signature/Date

Print Name/Title

Authorized State Official (required)

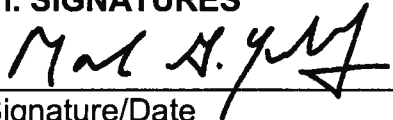
By its signature below, the State hereby accepts the IHE as a Participating IHE.

Signature/Date

Print Name/Title

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VI. SIGNATURES

 5/28/10

Signature/Date

MARK G. YUDOF
President
University of California

President of Governing Board (optional):

Signature/Date

Print Name/Title

Faculty Association Leader (optional):

Signature/Date

Print Name/Title

Authorized State Official (required)

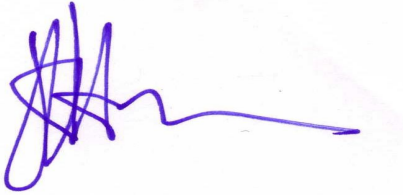
By its signature below, the State hereby accepts the IHE as a Participating IHE.

Signature/Date

Print Name/Title

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

VI. SIGNATURES



Signature/Date. 05/28/2010

JONATHAN BROWN

President

Association of Independent California Colleges and Universities

Appendix A3i.I

Nine Essential Program Components

Nine Essential Program Components

- **EPC 1:** Use of standards-based State Board of Education-adopted (for kindergarten through eighth grade) or standards-aligned (for ninth through twelfth grade) English/reading/language arts and mathematics instructional materials, including intensive interventions and English Language Development materials
- **EPC 2:** Implementation of instructional minutes for basic core reading/language arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
- **EPC 3:** Use of an annual district instructional/assessment pacing guide
- **EPC 4:** Implementation of School Administrator Instructional Leadership Training Program-instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted program and the EPCs.
- **EPC 5:** Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on State Board of Education-adopted instructional materials.
- **EPC 6:** Implementation of ongoing instructional assistance and support for reading/language arts, English Language Development, and mathematics teachers through the use of content experts, specialists, and instructional coaches.
- **EPC 7:** Implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of the adopted programs.
- **EPC 8:** Implementation of monthly structured teacher collaboration for all reading/language arts/English Language Development and mathematics teachers by grade level (for kindergarten through eighth grade) and common course and department levels (for ninth through twelfth grades) facilitated by the principal.
- **EPC 9:** Implementation of fiscal support aligned to full implementation of EPCs

Appendix A3id.I

CST Results

California Standardized Testing and Reporting (STAR)
California Standards Test (CST) English-Language Arts and Mathematics Scores by Subgroup, 2003
Retrieved from <http://star.cde.ca.gov>

2003 Black or African American	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	37658	39744	40117	40140	41405	42064	40402	39957	34449	28102
% of Enrollment	8 %	8 %	8 %	8 %	8 %	8 %	8 %	8 %	8 %	7 %
Mean Scaled Score	320.6	309.4	324.8	318.2	314.6	309.4	305.2	313.4	304.4	298.2
% Advanced	7 %	5 %	8 %	4 %	5 %	3 %	3 %	5 %	4 %	4 %
% Proficient	21 %	18 %	19 %	19 %	17 %	17 %	14 %	18 %	15 %	15 %
% Basic	34 %	32 %	39 %	39 %	38 %	34 %	34 %	34 %	30 %	28 %
% Below Basic	22 %	25 %	23 %	23 %	21 %	24 %	26 %	26 %	28 %	22 %
% Far Below Basic	16 %	21 %	12 %	16 %	20 %	22 %	23 %	18 %	23 %	32 %
Mathematics										
Students Tested	37609	39687	40054	40074	41313	41872	2140	1876		
% of Enrollment	8 %	8 %	8 %	8 %	8 %	8 %	0 %	0 %		
Mean Scaled Score	328.2	315.5	316.2	303.0	301.9	296.8	0.0	0.0		
% Advanced	13 %	9 %	8 %	4 %	3 %	1 %	0 %	0 %		
% Proficient	24 %	20 %	20 %	16 %	13 %	11 %	0 %	0 %		
% Basic	25 %	26 %	28 %	25 %	29 %	29 %	0 %	0 %		
% Below Basic	28 %	32 %	30 %	34 %	41 %	37 %	0 %	0 %		
% Far Below Basic	9 %	12 %	13 %	22 %	14 %	21 %	100 %	100 %		

2003 American Indian or Alaska Native	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	3871	3900	3788	4109	4172	4545	4245	4329	3702	3129
% of Enrollment	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %
Mean Scaled Score	328.8	321.1	334.3	328.8	329.2	324.1	318.2	327.8	317.1	312.6
% Advanced	10 %	8 %	11 %	7 %	8 %	6 %	5 %	10 %	8 %	8 %
% Proficient	24 %	22 %	23 %	25 %	24 %	24 %	20 %	24 %	20 %	19 %
% Basic	34 %	32 %	40 %	38 %	38 %	36 %	36 %	34 %	31 %	28 %
% Below Basic	18 %	21 %	18 %	18 %	18 %	20 %	22 %	20 %	23 %	21 %
% Far Below Basic	14 %	16 %	8 %	12 %	12 %	14 %	17 %	12 %	18 %	23 %
Mathematics										
Students Tested	3868	3904	3790	4105	4167	4522	197	177		
% of Enrollment	1 %	1 %	1 %	1 %	1 %	1 %	0 %	0 %		
Mean Scaled Score	352.5	334.6	330.3	319.5	322.1	313.5	0.0	0.0		
% Advanced	21 %	14 %	12 %	6 %	6 %	3 %	0 %	0 %		
% Proficient	29 %	25 %	25 %	22 %	22 %	18 %	0 %	0 %		
% Basic	25 %	28 %	28 %	27 %	33 %	35 %	0 %	0 %		
% Below Basic	20 %	25 %	26 %	29 %	30 %	30 %	0 %	0 %		
% Far Below Basic	5 %	8 %	8 %	16 %	9 %	13 %	100 %	100 %		

2003
Asian

	Grades										EOC
	2	3	4	5	6	7	8	9	10	11	
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890	
English Language Arts											
Students Tested	36514	37332	37899	38497	38704	38958	38918	41676	38757	36034	
% of Enrollment	7 %	8 %	8 %	8 %	8 %	8 %	8 %	8 %	8 %	9 %	
Mean Scaled Score	365.7	357.1	366.6	355.4	356.9	353.5	347.8	358.6	345.2	344.2	
% Advanced	28 %	24 %	32 %	22 %	26 %	21 %	19 %	28 %	21 %	21 %	
% Proficient	33 %	32 %	29 %	34 %	29 %	33 %	30 %	30 %	28 %	27 %	
% Basic	26 %	26 %	27 %	29 %	29 %	28 %	31 %	26 %	28 %	27 %	
% Below Basic	9 %	12 %	9 %	10 %	10 %	12 %	13 %	12 %	15 %	14 %	
% Far Below Basic	5 %	7 %	3 %	5 %	7 %	6 %	7 %	6 %	7 %	11 %	
Mathematics											
Students Tested	36522	37344	37934	38515	38713	38944	636	553			
% of Enrollment	7 %	8 %	8 %	8 %	8 %	8 %	0 %	0 %			
Mean Scaled Score	401.6	397.0	390.8	386.0	377.8	372.4	0.0	0.0			
% Advanced	45 %	43 %	42 %	28 %	29 %	25 %	0 %	0 %			
% Proficient	29 %	29 %	32 %	35 %	34 %	35 %	0 %	0 %			
% Basic	15 %	16 %	16 %	20 %	23 %	25 %	0 %	0 %			
% Below Basic	9 %	9 %	8 %	12 %	12 %	12 %	0 %	0 %			
% Far Below Basic	2 %	2 %	2 %	4 %	2 %	4 %	100 %	100 %			

2003
Filipino

	Grades										EOC
	2	3	4	5	6	7	8	9	10	11	
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890	
English Language Arts											
Students Tested	11499	11478	11708	11860	12171	12556	12216	13355	12564	11747	
% of Enrollment	2 %	2 %	2 %	2 %	2 %	2 %	3 %	3 %	3 %	3 %	
Mean Scaled Score	357.2	348.6	359.3	348.2	348.8	344.5	338.5	350.4	338.7	336.1	
% Advanced	19 %	16 %	23 %	13 %	15 %	11 %	10 %	17 %	12 %	11 %	
% Proficient	37 %	34 %	35 %	37 %	33 %	36 %	31 %	33 %	31 %	29 %	
% Basic	32 %	32 %	33 %	37 %	37 %	36 %	39 %	35 %	36 %	36 %	
% Below Basic	9 %	13 %	8 %	10 %	10 %	12 %	14 %	11 %	14 %	14 %	
% Far Below Basic	3 %	5 %	2 %	4 %	4 %	5 %	6 %	4 %	6 %	10 %	
Mathematics											
Students Tested	11500	11477	11708	11857	12170	12535	222	266			
% of Enrollment	2 %	2 %	2 %	2 %	2 %	2 %	0 %	0 %			
Mean Scaled Score	380.1	375.8	369.6	358.4	349.0	342.7	0.0	0.0			
% Advanced	33 %	30 %	27 %	15 %	13 %	9 %	0 %	0 %			
% Proficient	34 %	34 %	36 %	36 %	34 %	33 %	0 %	0 %			
% Basic	20 %	22 %	24 %	28 %	33 %	36 %	0 %	0 %			
% Below Basic	11 %	11 %	10 %	17 %	17 %	17 %	0 %	0 %			
% Far Below Basic	2 %	2 %	2 %	5 %	3 %	5 %	100 %	100 %			

2003 Hispanic or Latino	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	239516	239206	233950	225175	223076	216180	196635	205696	171607	137920
% of Enrollment	49 %	48 %	47 %	46 %	45 %	43 %	41 %	40 %	38 %	34 %
Mean Scaled Score	313.3	302.4	320.7	314.5	311.9	309.2	305.5	310.8	304.2	298.7
% Advanced	5 %	4 %	6 %	3 %	4 %	3 %	2 %	4 %	3 %	3 %
% Proficient	18 %	15 %	18 %	17 %	15 %	17 %	13 %	16 %	14 %	13 %
% Basic	35 %	31 %	40 %	39 %	39 %	36 %	36 %	34 %	33 %	31 %
% Below Basic	25 %	27 %	25 %	25 %	23 %	25 %	28 %	27 %	30 %	26 %
% Far Below Basic	18 %	23 %	11 %	16 %	19 %	20 %	21 %	18 %	20 %	27 %
Mathematics										
Students Tested	239595	239290	233968	225225	222991	215852	7365	6869		
% of Enrollment	49 %	48 %	47 %	46 %	45 %	43 %	2 %	1 %		
Mean Scaled Score	334.0	323.3	325.1	309.5	309.1	304.4	0.0	0.0		
% Advanced	13 %	10 %	10 %	4 %	3 %	2 %	0 %	0 %		
% Proficient	27 %	23 %	23 %	18 %	16 %	14 %	0 %	0 %		
% Basic	27 %	28 %	30 %	27 %	32 %	33 %	0 %	0 %		
% Below Basic	27 %	30 %	27 %	33 %	38 %	35 %	0 %	0 %		
% Far Below Basic	6 %	9 %	9 %	17 %	10 %	16 %	100 %	100 %		

2003 Pacific Islander	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	2905	2949	2974	2980	2988	3136	2984	3122	2915	2506
% of Enrollment	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %	1 %
Mean Scaled Score	336.0	324.4	337.2	329.6	329.3	324.5	317.9	325.6	314.2	309.8
% Advanced	10 %	8 %	13 %	7 %	9 %	6 %	4 %	9 %	7 %	6 %
% Proficient	27 %	23 %	26 %	25 %	23 %	24 %	19 %	21 %	19 %	17 %
% Basic	38 %	35 %	37 %	41 %	40 %	37 %	39 %	38 %	32 %	33 %
% Below Basic	17 %	22 %	18 %	18 %	17 %	21 %	23 %	21 %	25 %	21 %
% Far Below Basic	8 %	12 %	6 %	9 %	11 %	12 %	14 %	12 %	17 %	23 %
Mathematics										
Students Tested	2899	2950	2971	2980	2985	3130	98	100		
% of Enrollment	1 %	1 %	1 %	1 %	1 %	1 %	0 %	0 %		
Mean Scaled Score	354.7	343.8	340.4	327.3	326.3	319.2	0.0	0.0		
% Advanced	22 %	17 %	16 %	7 %	7 %	5 %	0 %	0 %		
% Proficient	30 %	28 %	29 %	24 %	24 %	21 %	0 %	0 %		
% Basic	25 %	27 %	27 %	30 %	33 %	34 %	0 %	0 %		
% Below Basic	19 %	22 %	21 %	28 %	29 %	28 %	0 %	0 %		
% Far Below Basic	4 %	6 %	7 %	11 %	7 %	12 %	100 %	100 %		

2003 White	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	145636	149350	152320	158561	164324	171291	166804	167894	158451	144328
% of Enrollment	30 %	30 %	31 %	32 %	33 %	34 %	35 %	33 %	35 %	36 %
Mean Scaled Score	355.8	351.8	362.1	353.0	356.8	353.1	344.8	355.9	343.5	339.4
% Advanced	21 %	19 %	28 %	18 %	23 %	17 %	15 %	24 %	19 %	18 %
% Proficient	33 %	33 %	31 %	36 %	33 %	37 %	32 %	33 %	31 %	28 %
% Basic	29 %	28 %	29 %	31 %	30 %	29 %	33 %	26 %	28 %	27 %
% Below Basic	11 %	12 %	9 %	9 %	8 %	10 %	12 %	11 %	14 %	14 %
% Far Below Basic	6 %	7 %	4 %	5 %	6 %	6 %	7 %	6 %	9 %	13 %
Mathematics										
Students Tested	145663	149391	152235	158463	164162	170962	4064	3908		
% of Enrollment	30 %	30 %	31 %	32 %	33 %	34 %	1 %	1 %		
Mean Scaled Score	388.3	370.0	365.6	356.5	355.7	345.0	0.0	0.0		
% Advanced	38 %	28 %	27 %	16 %	17 %	11 %	0 %	0 %		
% Proficient	33 %	33 %	34 %	33 %	35 %	33 %	0 %	0 %		
% Basic	17 %	23 %	23 %	26 %	28 %	33 %	0 %	0 %		
% Below Basic	10 %	14 %	13 %	18 %	16 %	17 %	0 %	0 %		
% Far Below Basic	2 %	3 %	4 %	7 %	4 %	6 %	100 %	100 %		

2003 Students with Disabilities	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	36068	43021	45781	47403	48929	48816	46525	43700	37267	29813
% of Enrollment	7 %	9 %	9 %	10 %	10 %	10 %	10 %	9 %	8 %	7 %
Mean Scaled Score	301.3	288.0	307.1	298.8	289.4	282.9	278.5	281.8	275.8	262.7
% Advanced	5 %	4 %	5 %	2 %	2 %	1 %	1 %	1 %	1 %	1 %
% Proficient	12 %	11 %	9 %	8 %	6 %	5 %	4 %	5 %	4 %	3 %
% Basic	23 %	19 %	24 %	22 %	20 %	17 %	16 %	17 %	14 %	12 %
% Below Basic	24 %	22 %	27 %	25 %	23 %	24 %	27 %	34 %	34 %	24 %
% Far Below Basic	36 %	44 %	34 %	42 %	49 %	53 %	52 %	42 %	47 %	60 %
Mathematics										
Students Tested	36266	43249	45935	47560	48928	48636	6334	3562		
% of Enrollment	7 %	9 %	9 %	10 %	10 %	10 %	1 %	1 %		
Mean Scaled Score	312.2	298.0	296.4	282.0	284.9	278.5	0.0	0.0		
% Advanced	13 %	8 %	7 %	3 %	2 %	1 %	0 %	0 %		
% Proficient	18 %	15 %	13 %	9 %	7 %	5 %	0 %	0 %		
% Basic	19 %	19 %	20 %	14 %	15 %	14 %	0 %	0 %		
% Below Basic	29 %	31 %	33 %	28 %	41 %	38 %	0 %	0 %		
% Far Below Basic	21 %	26 %	27 %	46 %	34 %	43 %	100 %	100 %		

2003 Economically Disadvantaged	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	277669	282376	276221	267295	257717	236253	207145	184884	146636	113153
% of Enrollment	57 %	57 %	56 %	54 %	52 %	47 %	43 %	36 %	32 %	28 %
Mean Scaled Score	314.3	303.1	320.7	314.4	311.7	308.4	304.8	309.7	302.7	297.7
% Advanced	5 %	4 %	6 %	3 %	4 %	3 %	2 %	4 %	3 %	3 %
% Proficient	18 %	16 %	18 %	17 %	15 %	16 %	13 %	15 %	13 %	13 %
% Basic	35 %	31 %	40 %	39 %	38 %	36 %	35 %	34 %	32 %	30 %
% Below Basic	25 %	27 %	25 %	25 %	23 %	25 %	28 %	28 %	31 %	26 %
% Far Below Basic	18 %	23 %	11 %	16 %	19 %	20 %	22 %	18 %	21 %	28 %
Mathematics										
Students Tested	277726	282424	276167	267262	257532	235758	8445	6407		
% of Enrollment	57 %	57 %	56 %	54 %	52 %	47 %	2 %	1 %		
Mean Scaled Score	334.2	323.4	324.4	309.4	309.4	304.4	0.0	0.0		
% Advanced	14 %	11 %	10 %	4 %	3 %	2 %	0 %	0 %		
% Proficient	27 %	23 %	23 %	18 %	16 %	14 %	0 %	0 %		
% Basic	27 %	28 %	30 %	27 %	31 %	32 %	0 %	0 %		
% Below Basic	26 %	30 %	28 %	33 %	38 %	35 %	0 %	0 %		
% Far Below Basic	7 %	10 %	10 %	18 %	11 %	17 %	100 %	100 %		

2003 English Language Learner	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	490952	496555	494836	492880	499119	502589	476822	509520	457181	403890
English Language Arts										
Students Tested	169695	167626	153726	131548	120376	106969	91965	92945	73035	54825
% of Enrollment	35 %	34 %	31 %	27 %	24 %	21 %	19 %	18 %	16 %	14 %
Mean Scaled Score	308.1	293.5	310.3	300.0	292.3	288.4	285.7	289.0	283.3	275.0
% Advanced	4 %	2 %	3 %	1 %	1 %	0 %	0 %	1 %	0 %	0 %
% Proficient	15 %	11 %	12 %	8 %	5 %	5 %	4 %	5 %	4 %	3 %
% Basic	34 %	29 %	41 %	37 %	33 %	30 %	27 %	29 %	24 %	23 %
% Below Basic	28 %	30 %	30 %	32 %	32 %	34 %	36 %	38 %	42 %	34 %
% Far Below Basic	20 %	28 %	14 %	23 %	29 %	30 %	33 %	27 %	30 %	39 %
Mathematics										
Students Tested	169791	167731	153829	131653	120394	106856	4188	3510		
% of Enrollment	35 %	34 %	31 %	27 %	24 %	21 %	1 %	1 %		
Mean Scaled Score	329.2	318.6	318.2	296.6	295.4	291.8	0.0	0.0		
% Advanced	12 %	9 %	8 %	2 %	1 %	1 %	0 %	0 %		
% Proficient	25 %	21 %	21 %	13 %	9 %	7 %	0 %	0 %		
% Basic	27 %	28 %	30 %	25 %	28 %	28 %	0 %	0 %		
% Below Basic	29 %	32 %	30 %	38 %	47 %	42 %	0 %	0 %		
% Far Below Basic	7 %	10 %	10 %	22 %	14 %	21 %	100 %	100 %		

California Standardized Testing and Reporting (STAR)
California Standards Test (CST) English-Language Arts and Mathematics Scores by Subgroup, 2005
Retrieved from <http://star.cde.ca.gov>

2005 Black or African American	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	35390	36263	38005	39934	39801	39513	40504	43558	38492	32207	
% of Enrollment	7.4 %	7.5 %	7.7 %	8.1 %	8.1 %	8.0 %	8.1 %	8.1 %	8.0 %	7.4 %	
Mean Scale Score	324.9	309.6	330.9	323.3	316.8	318.7	314.4	317.6	307.7	299.2	
% Advanced	9 %	5 %	11 %	8 %	6 %	6 %	6 %	9 %	6 %	5 %	
% Proficient	25 %	17 %	24 %	22 %	18 %	23 %	18 %	18 %	16 %	16 %	
% Basic	30 %	33 %	34 %	35 %	36 %	33 %	35 %	31 %	31 %	27 %	
% Below Basic	22 %	25 %	18 %	17 %	23 %	23 %	25 %	25 %	24 %	22 %	
% Far Below Basic	15 %	20 %	12 %	18 %	17 %	16 %	16 %	17 %	23 %	30 %	
CST Mathematics											
Students Tested	35317	36196	37931	39896	39686	39403	87	28			
% of Enrollment	7.4 %	7.5 %	7.7 %	8.0 %	8.0 %	8.0 %					
Mean Scale Score	337.6	332.5	325.2	314.4	308.7	303.0	0.0	0.0			
% Advanced	17 %	13 %	14 %	8 %	5 %	4 %	0 %	0 %			
% Proficient	25 %	26 %	20 %	20 %	17 %	15 %	0 %	0 %			
% Basic	25 %	25 %	28 %	24 %	27 %	27 %	0 %	0 %			
% Below Basic	24 %	28 %	29 %	27 %	34 %	35 %	0 %	0 %			
% Far Below Basic	9 %	8 %	11 %	21 %	17 %	20 %	100 %	100 %			

2005 American Indian or Alaska Native	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	3656	3819	3975	4015	3905	4106	4120	4773	4162	3563	
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.9 %	0.9 %	0.8 %	
Mean Scale Score	331.1	317.7	340.6	333.8	329.3	330.4	329.7	334.2	321.0	315.9	
% Advanced	11 %	6 %	16 %	12 %	10 %	9 %	11 %	16 %	10 %	10 %	
% Proficient	28 %	20 %	27 %	27 %	22 %	28 %	24 %	23 %	21 %	22 %	
% Basic	29 %	33 %	34 %	33 %	38 %	33 %	34 %	30 %	30 %	28 %	
% Below Basic	20 %	23 %	15 %	15 %	19 %	19 %	20 %	20 %	21 %	18 %	
% Far Below Basic	13 %	17 %	9 %	13 %	11 %	11 %	11 %	11 %	18 %	23 %	
CST Mathematics											
Students Tested	3651	3814	3974	4009	3893	4093	10	7			
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %					
Mean Scale Score	359.5	348.1	341.9	329.2	326.7	321.4	*	*			
% Advanced	24 %	17 %	19 %	11 %	9 %	7 %	*	*			
% Proficient	30 %	31 %	24 %	24 %	23 %	22 %	*	*			
% Basic	24 %	24 %	28 %	26 %	29 %	29 %	*	*			
% Below Basic	18 %	23 %	22 %	24 %	29 %	29 %	*	*			
% Far Below Basic	4 %	5 %	6 %	16 %	10 %	12 %	*	*			

2005 Asian	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	37205	38111	38660	39469	39977	40590	40818	42821	42536	41687	
% of Enrollment	7.8 %	7.9 %	7.9 %	8.0 %	8.1 %	8.2 %	8.1 %	8.0 %	8.8 %	9.6 %	
Mean Scale Score	372.0	358.8	377.4	373.4	364.1	368.2	361.3	372.4	355.7	350.1	
% Advanced	29 %	24 %	41 %	35 %	30 %	29 %	29 %	39 %	27 %	25 %	
% Proficient	36 %	30 %	29 %	31 %	30 %	37 %	29 %	25 %	29 %	28 %	
% Basic	21 %	27 %	20 %	23 %	27 %	21 %	26 %	21 %	25 %	24 %	
% Below Basic	9 %	12 %	6 %	6 %	9 %	8 %	10 %	10 %	12 %	12 %	
% Far Below Basic	5 %	6 %	4 %	5 %	4 %	4 %	5 %	5 %	8 %	10 %	
CST Mathematics											
Students Tested	37200	38117	38673	39482	39965	40570	19	14			
% of Enrollment	7.8 %	7.9 %	7.9 %	8.0 %	8.1 %	8.2 %					
Mean Scale Score	418.4	418.8	404.2	419.9	393.6	389.7	0.0	0.0			
% Advanced	53 %	52 %	54 %	46 %	38 %	37 %	0 %	0 %			
% Proficient	25 %	28 %	24 %	28 %	31 %	32 %	0 %	0 %			
% Basic	13 %	12 %	14 %	15 %	19 %	19 %	0 %	0 %			
% Below Basic	7 %	7 %	6 %	8 %	10 %	9 %	0 %	0 %			
% Far Below Basic	2 %	1 %	2 %	4 %	3 %	3 %	100 %	100 %			

2005 Filipino	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	12170	12388	12551	12340	12471	12558	12993	14056	13537	12748	
% of Enrollment	2.6 %	2.6 %	2.6 %	2.5 %	2.5 %	2.5 %	2.6 %	2.6 %	2.8 %	2.9 %	
Mean Scale Score	364.8	347.5	368.1	362.2	355.1	359.4	350.3	362.6	347.1	338.9	
% Advanced	22 %	14 %	31 %	24 %	19 %	18 %	18 %	28 %	17 %	14 %	
% Proficient	39 %	32 %	35 %	36 %	34 %	43 %	33 %	32 %	31 %	30 %	
% Basic	26 %	35 %	25 %	29 %	34 %	28 %	36 %	27 %	34 %	33 %	
% Below Basic	9 %	14 %	6 %	7 %	9 %	8 %	11 %	10 %	12 %	14 %	
% Far Below Basic	3 %	5 %	3 %	4 %	3 %	3 %	3 %	3 %	6 %	9 %	
CST Mathematics											
Students Tested	12160	12379	12550	12336	12466	12545	7	2			
% of Enrollment	2.6 %	2.6 %	2.6 %	2.5 %	2.5 %	2.5 %					
Mean Scale Score	395.3	393.9	382.3	385.2	364.2	357.4	*	*			
% Advanced	40 %	38 %	40 %	30 %	21 %	19 %	*	*			
% Proficient	32 %	36 %	30 %	33 %	35 %	34 %	*	*			
% Basic	18 %	17 %	21 %	21 %	27 %	29 %	*	*			
% Below Basic	9 %	8 %	8 %	11 %	14 %	15 %	*	*			
% Far Below Basic	2 %	1 %	2 %	4 %	3 %	4 %	*	*			

2005 Hispanic or Latino	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	239958	240609	240340	240046	234116	226485	224701	230981	192854	163801	
% of Enrollment	50.4 %	49.8 %	49.0 %	48.4 %	47.4 %	45.9 %	44.8 %	43.2 %	40.0 %	37.7 %	
Mean Scale Score	316.2	302.8	327.3	321.1	316.5	318.3	315.0	317.9	307.1	301.3	
% Advanced	6 %	3 %	9 %	6 %	5 %	5 %	5 %	8 %	5 %	5 %	
% Proficient	22 %	14 %	23 %	21 %	17 %	23 %	18 %	18 %	15 %	16 %	
% Basic	31 %	32 %	37 %	38 %	38 %	35 %	37 %	33 %	33 %	29 %	
% Below Basic	25 %	29 %	19 %	18 %	24 %	23 %	25 %	26 %	26 %	23 %	
% Far Below Basic	17 %	22 %	12 %	17 %	15 %	14 %	14 %	15 %	21 %	28 %	
CST Mathematics											
Students Tested	239729	240492	240219	239874	233917	226202	303	152			
% of Enrollment	50.3 %	49.8 %	48.9 %	48.4 %	47.4 %	45.8 %	0.1 %				
Mean Scale Score	342.7	340.6	335.4	325.2	317.4	312.2	0.0	0.0			
% Advanced	17 %	14 %	16 %	10 %	6 %	5 %	0 %	0 %			
% Proficient	27 %	29 %	22 %	22 %	20 %	18 %	0 %	0 %			
% Basic	26 %	26 %	30 %	26 %	30 %	30 %	0 %	0 %			
% Below Basic	23 %	25 %	25 %	26 %	32 %	33 %	0 %	0 %			
% Far Below Basic	6 %	5 %	6 %	15 %	12 %	14 %	100 %	100 %			

2005 Pacific Islander	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608	
CST English-Language Arts											
Students Tested	2962	2921	3062	3111	3075	3108	3125	3453	3187	2829	
% of Enrollment	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %	0.7 %	0.7 %	
Mean Scale Score	340.9	323.6	346.1	337.5	331.3	334.7	327.8	333.1	318.3	308.3	
% Advanced	12 %	7 %	16 %	13 %	10 %	9 %	9 %	14 %	8 %	7 %	
% Proficient	32 %	23 %	32 %	27 %	23 %	31 %	23 %	23 %	20 %	19 %	
% Basic	31 %	37 %	33 %	37 %	39 %	35 %	38 %	33 %	35 %	29 %	
% Below Basic	17 %	23 %	12 %	14 %	18 %	18 %	20 %	20 %	21 %	21 %	
% Far Below Basic	8 %	11 %	6 %	10 %	10 %	8 %	9 %	10 %	16 %	25 %	
CST Mathematics											
Students Tested	2960	2917	3061	3110	3070	3102					
% of Enrollment	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %	0.6 %					
Mean Scale Score	363.9	359.7	353.6	346.0	331.7	328.5					
% Advanced	26 %	21 %	24 %	16 %	10 %	9 %					
% Proficient	30 %	33 %	27 %	29 %	25 %	24 %					
% Basic	25 %	24 %	28 %	24 %	30 %	31 %					
% Below Basic	16 %	19 %	18 %	20 %	25 %	27 %					
% Far Below Basic	4 %	3 %	4 %	11 %	10 %	10 %					

2005 White	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608
CST English-Language Arts										
Students Tested	133251	138259	143545	146759	149480	155535	162208	171170	162713	150458
% of Enrollment	28.0 %	28.6 %	29.2 %	29.6 %	30.3 %	31.5 %	32.4 %	32.0 %	33.7 %	34.6 %
Mean Scale Score	363.1	353.1	371.3	366.1	360.5	360.4	358.2	365.1	350.4	343.6
% Advanced	24 %	19 %	35 %	30 %	26 %	23 %	26 %	33 %	23 %	21 %
% Proficient	37 %	32 %	33 %	33 %	32 %	38 %	32 %	28 %	30 %	29 %
% Basic	23 %	29 %	22 %	25 %	29 %	25 %	27 %	23 %	26 %	24 %
% Below Basic	11 %	12 %	7 %	7 %	9 %	10 %	10 %	11 %	11 %	12 %
% Far Below Basic	6 %	7 %	4 %	6 %	5 %	5 %	5 %	5 %	9 %	13 %
CST Mathematics										
Students Tested	133161	138172	143430	146656	149332	155365	138	70		
% of Enrollment	28.0 %	28.6 %	29.2 %	29.6 %	30.2 %	31.5 %				
Mean Scale Score	397.9	388.9	376.9	377.8	366.1	356.4	0.0	0.0		
% Advanced	42 %	36 %	38 %	28 %	23 %	19 %	0 %	0 %		
% Proficient	31 %	34 %	27 %	30 %	35 %	33 %	0 %	0 %		
% Basic	16 %	17 %	21 %	21 %	24 %	26 %	0 %	0 %		
% Below Basic	8 %	11 %	11 %	13 %	14 %	16 %	0 %	0 %		
% Far Below Basic	2 %	2 %	3 %	7 %	4 %	6 %	100 %	100 %		

2005 Students with Disabilities	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608
CST English-Language Arts										
Students Tested	38452	45622	48964	49631	46856	44968	46199	46435	41342	35233
% of Enrollment	8.1 %	9.4 %	10.0 %	10.0 %	9.5 %	9.1 %	9.2 %	8.7 %	8.6 %	8.1 %
Mean Scale Score	300.4	284.4	307.5	296.0	289.4	285.1	283.5	284.2	273.1	262.2
% Advanced	5 %	4 %	7 %	5 %	3 %	2 %	2 %	2 %	1 %	1 %
% Proficient	14 %	9 %	12 %	10 %	7 %	8 %	6 %	6 %	4 %	4 %
% Basic	21 %	19 %	24 %	23 %	21 %	20 %	20 %	19 %	15 %	12 %
% Below Basic	27 %	24 %	24 %	21 %	29 %	31 %	33 %	36 %	29 %	22 %
% Far Below Basic	32 %	44 %	32 %	42 %	40 %	40 %	39 %	37 %	50 %	61 %
CST Mathematics										
Students Tested	38428	45588	48913	49556	46744	44834	553	223		
% of Enrollment	8.1 %	9.4 %	10.0 %	10.0 %	9.5 %	9.1 %	0.1 %			
Mean Scale Score	316.8	312.5	304.9	285.9	283.7	278.4	0.0	0.0		
% Advanced	14 %	11 %	10 %	6 %	3 %	2 %	0 %	0 %		
% Proficient	19 %	18 %	12 %	11 %	8 %	6 %	0 %	0 %		
% Basic	19 %	19 %	20 %	15 %	16 %	14 %	0 %	0 %		
% Below Basic	26 %	33 %	34 %	27 %	38 %	39 %	0 %	0 %		
% Far Below Basic	22 %	19 %	23 %	41 %	35 %	38 %	100 %	100 %		

2005 Economically Disadvantaged	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608
CST English-Language Arts										
Students Tested	279087	283018	285736	287284	274618	255447	247976	234783	192016	159184
% of Enrollment	58.6 %	58.6 %	58.2 %	57.9 %	55.6 %	51.7 %	49.5 %	43.9 %	39.8 %	36.6 %
Mean Scale Score	316.8	303.1	327.0	320.8	316.0	317.5	314.2	316.6	305.9	300.5
% Advanced	6 %	3 %	9 %	6 %	5 %	5 %	5 %	8 %	5 %	5 %
% Proficient	22 %	14 %	23 %	21 %	17 %	23 %	17 %	18 %	15 %	15 %
% Basic	31 %	32 %	36 %	37 %	38 %	34 %	37 %	32 %	32 %	29 %
% Below Basic	25 %	28 %	19 %	18 %	24 %	23 %	26 %	26 %	26 %	23 %
% Far Below Basic	16 %	22 %	12 %	17 %	16 %	15 %	15 %	16 %	22 %	28 %
CST Mathematics										
Students Tested	278760	282803	285522	287061	274262	255051	439	182		
% of Enrollment	58.5 %	58.5 %	58.2 %	57.9 %	55.6 %	51.6 %	0.1 %			
Mean Scale Score	342.9	340.4	334.4	324.6	317.2	312.3	0.0	0.0		
% Advanced	18 %	15 %	16 %	10 %	6 %	5 %	0 %	0 %		
% Proficient	27 %	28 %	22 %	22 %	20 %	18 %	0 %	0 %		
% Basic	26 %	26 %	29 %	26 %	29 %	29 %	0 %	0 %		
% Below Basic	23 %	26 %	26 %	26 %	32 %	33 %	0 %	0 %		
% Far Below Basic	7 %	5 %	7 %	16 %	12 %	15 %	100 %	100 %		

2005 English Language Learners	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	476196	483234	490845	495905	493700	493929	501334	535279	482164	434608
CST English-Language Arts										
Students Tested	172940	167419	151185	136137	115700	104112	98706	98068	76690	60503
% of Enrollment	36.3 %	34.6 %	30.8 %	27.5 %	23.4 %	21.1 %	19.7 %	18.3 %	15.9 %	13.9 %
Mean Scale Score	310.0	293.0	313.1	302.8	294.0	292.4	289.8	291.0	280.1	271.1
% Advanced	4 %	2 %	3 %	2 %	1 %	1 %	1 %	1 %	0 %	0 %
% Proficient	18 %	10 %	16 %	11 %	6 %	8 %	5 %	6 %	3 %	4 %
% Basic	31 %	30 %	40 %	39 %	34 %	32 %	31 %	30 %	23 %	20 %
% Below Basic	28 %	32 %	25 %	25 %	34 %	34 %	38 %	38 %	38 %	31 %
% Far Below Basic	19 %	26 %	16 %	24 %	25 %	25 %	25 %	25 %	35 %	45 %
CST Mathematics										
Students Tested	172792	167361	151137	136094	115609	103984	230	98		
% of Enrollment	36.3 %	34.6 %	30.8 %	27.4 %	23.4 %	21.1 %				
Mean Scale Score	339.2	335.0	325.2	307.0	296.7	292.2	0.0	0.0		
% Advanced	17 %	12 %	12 %	5 %	2 %	2 %	0 %	0 %		
% Proficient	26 %	27 %	20 %	17 %	11 %	9 %	0 %	0 %		
% Basic	26 %	27 %	31 %	26 %	27 %	25 %	0 %	0 %		
% Below Basic	25 %	28 %	30 %	31 %	42 %	42 %	0 %	0 %		
% Far Below Basic	7 %	6 %	8 %	20 %	17 %	22 %	100 %	100 %		

California Standardized Testing and Reporting (STAR)
California Standards Test (CST) English-Language Arts and Mathematics Scores by Subgroup, 2007
Retrieved from <http://star.cde.ca.gov>

2007 Black or African American	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753	
CST English-Language Arts											
Students Tested	33631	34429	34793	35652	36978	38527	38601	40839	38037	34229	
% of Enrollment	7.2 %	7.4 %	7.4 %	7.5 %	7.6 %	7.9 %	7.9 %	7.8 %	7.6 %	7.4 %	
Students with Scores	33491	34296	34711	35588	36883	38364	38398	40498	37686	33913	
Mean Scale Score	331.4	316.3	335.9	325.9	321.5	323.2	318.3	323.9	309.5	299.4	
% Advanced	11 %	5 %	15 %	9 %	8 %	7 %	7 %	11 %	7 %	7 %	
% Proficient	28 %	22 %	24 %	23 %	21 %	25 %	20 %	22 %	16 %	15 %	
% Basic	28 %	33 %	34 %	35 %	34 %	30 %	34 %	30 %	30 %	24 %	
% Below Basic	19 %	24 %	17 %	19 %	23 %	24 %	22 %	23 %	26 %	22 %	
% Far Below Basic	14 %	15 %	11 %	14 %	15 %	14 %	17 %	14 %	22 %	33 %	
CST Mathematics											
Students Tested	33570	34381	34727	35611	36916	37696					
% of Enrollment	7.2 %	7.4 %	7.4 %	7.4 %	7.6 %	7.7 %					
Students with Scores	33351	34171	34645	35530	36768	37498					
Mean Scale Score	339.5	338.3	338.0	321.8	313.3	308.6					
% Advanced	16 %	18 %	18 %	9 %	5 %	5 %					
% Proficient	28 %	24 %	23 %	23 %	19 %	17 %					
% Basic	25 %	24 %	27 %	23 %	30 %	30 %					
% Below Basic	21 %	25 %	25 %	30 %	34 %	32 %					
% Far Below Basic	10 %	9 %	7 %	15 %	12 %	17 %					
2007 American Indian or Alaska Native	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753	
CST English-Language Arts											
Students Tested	3656	3731	3711	3884	4041	3999	3906	4468	4164	4055	
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.9 %	
Students with Scores	3645	3717	3701	3874	4035	3984	3890	4431	4141	4021	
Mean Scale Score	334.3	321.4	345.2	334.2	333.1	336.2	332.6	338.9	324.8	317.2	
% Advanced	12 %	6 %	20 %	12 %	12 %	12 %	13 %	18 %	13 %	12 %	
% Proficient	30 %	24 %	27 %	27 %	26 %	30 %	24 %	25 %	21 %	19 %	
% Basic	27 %	33 %	31 %	34 %	33 %	30 %	33 %	29 %	29 %	25 %	
% Below Basic	19 %	23 %	13 %	16 %	19 %	18 %	17 %	18 %	20 %	19 %	
% Far Below Basic	12 %	13 %	9 %	11 %	11 %	10 %	12 %	9 %	17 %	24 %	
CST Mathematics											
Students Tested	3655	3728	3711	3874	4036	3892					
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %					
Students with Scores	3637	3709	3706	3865	4025	3883					
Mean Scale Score	356.3	352.4	350.1	336.7	330.4	326.7					
% Advanced	21 %	22 %	22 %	13 %	9 %	9 %					
% Proficient	31 %	27 %	26 %	27 %	26 %	24 %					
% Basic	24 %	24 %	26 %	24 %	31 %	31 %					
% Below Basic	18 %	21 %	22 %	26 %	27 %	24 %					
% Far Below Basic	5 %	6 %	4 %	11 %	7 %	12 %					

2007 Asian	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	36589	37025	38900	39993	40205	40908	41592	43682	43520	42496
% of Enrollment	7.9 %	7.9 %	8.3 %	8.4 %	8.3 %	8.3 %	8.5 %	8.3 %	8.7 %	9.2 %
Students with Scores	36542	36979	38861	39966	40178	40879	41549	43611	43458	42411
Mean Scale Score	383.6	362.8	388.5	374.8	372.7	378.5	369.7	380.9	361.4	363.2
% Advanced	40 %	24 %	49 %	38 %	37 %	37 %	34 %	44 %	32 %	34 %
% Proficient	33 %	36 %	24 %	30 %	30 %	34 %	30 %	27 %	26 %	23 %
% Basic	17 %	25 %	17 %	21 %	22 %	18 %	23 %	18 %	24 %	20 %
% Below Basic	7 %	10 %	6 %	7 %	8 %	8 %	9 %	8 %	11 %	12 %
% Far Below Basic	4 %	5 %	3 %	4 %	4 %	4 %	5 %	3 %	7 %	11 %
CST Mathematics										
Students Tested	36595	37024	38896	39998	40201	34414				
% of Enrollment	7.9 %	7.9 %	8.3 %	8.4 %	8.3 %	7.0 %				
Students with Scores	36550	36978	38867	39970	40175	34393				
Mean Scale Score	420.1	429.9	420.5	424.4	399.7	386.3				
% Advanced	53 %	59 %	60 %	47 %	39 %	36 %				
% Proficient	28 %	23 %	23 %	30 %	33 %	33 %				
% Basic	12 %	11 %	11 %	13 %	18 %	19 %				
% Below Basic	6 %	6 %	5 %	8 %	8 %	9 %				
% Far Below Basic	2 %	1 %	1 %	2 %	2 %	3 %				

2007 Filipino	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	12443	12692	12994	13136	13224	12948	13261	13925	14198	13755
% of Enrollment	2.7 %	2.7 %	2.8 %	2.7 %	2.7 %	2.6 %	2.7 %	2.6 %	2.8 %	3.0 %
Students with Scores	12418	12676	12991	13130	13220	12941	13252	13916	14176	13725
Mean Scale Score	373.9	351.9	375.9	362.6	360.3	367.1	356.2	367.2	350.5	347.0
% Advanced	30 %	15 %	38 %	25 %	25 %	25 %	20 %	31 %	20 %	21 %
% Proficient	39 %	38 %	32 %	37 %	35 %	41 %	36 %	34 %	31 %	28 %
% Basic	21 %	32 %	23 %	28 %	28 %	24 %	31 %	24 %	32 %	27 %
% Below Basic	7 %	11 %	5 %	7 %	9 %	8 %	10 %	8 %	12 %	14 %
% Far Below Basic	3 %	4 %	2 %	3 %	3 %	3 %	4 %	3 %	5 %	10 %
CST Mathematics										
Students Tested	12433	12684	12993	13139	13224	12109				
% of Enrollment	2.7 %	2.7 %	2.8 %	2.7 %	2.7 %	2.5 %				
Students with Scores	12410	12658	12988	13129	13211	12095				
Mean Scale Score	397.3	403.6	394.0	391.0	368.0	363.4				
% Advanced	41 %	46 %	45 %	31 %	21 %	21 %				
% Proficient	34 %	30 %	30 %	36 %	38 %	36 %				
% Basic	16 %	15 %	17 %	19 %	27 %	28 %				
% Below Basic	7 %	8 %	7 %	12 %	12 %	11 %				
% Far Below Basic	2 %	2 %	1 %	3 %	2 %	4 %				

2007 Hispanic or Latino	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	237934	237219	235833	237042	236690	236601	231825	241099	216215	184484
% of Enrollment	51.1 %	50.7 %	50.2 %	49.6 %	48.8 %	48.2 %	47.2 %	45.8 %	43.2 %	40.0 %
Students with Scores	237409	236711	235550	236786	236382	236068	231146	239852	215131	183451
Mean Scale Score	325.9	311.3	334.1	325.0	321.2	323.6	319.0	324.6	311.5	304.5
% Advanced	9 %	4 %	13 %	7 %	7 %	7 %	7 %	10 %	7 %	7 %
% Proficient	26 %	19 %	24 %	23 %	21 %	25 %	19 %	22 %	16 %	16 %
% Basic	30 %	35 %	36 %	38 %	36 %	33 %	36 %	32 %	32 %	27 %
% Below Basic	21 %	26 %	17 %	19 %	23 %	23 %	22 %	23 %	26 %	23 %
% Far Below Basic	14 %	16 %	11 %	13 %	13 %	13 %	15 %	12 %	19 %	28 %
CST Mathematics										
Students Tested	237757	237064	235717	236917	236557	231629				
% of Enrollment	51.1 %	50.7 %	50.1 %	49.5 %	48.8 %	47.2 %				
Students with Scores	237163	236448	235437	236651	236236	231059				
Mean Scale Score	348.3	349.7	347.9	332.4	322.2	318.4				
% Advanced	18 %	21 %	20 %	11 %	6 %	6 %				
% Proficient	30 %	27 %	26 %	26 %	23 %	21 %				
% Basic	26 %	24 %	28 %	25 %	34 %	32 %				
% Below Basic	19 %	22 %	21 %	28 %	30 %	29 %				
% Far Below Basic	7 %	6 %	4 %	10 %	8 %	12 %				

2007 Pacific Islander	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	3032	3086	3099	2950	3173	3190	3164	3397	3265	3082
% of Enrollment	0.7 %	0.7 %	0.7 %	0.6 %	0.7 %	0.7 %	0.6 %	0.6 %	0.7 %	0.7 %
Students with Scores	3025	3080	3094	2946	3171	3186	3154	3388	3246	3061
Mean Scale Score	346.2	331.9	352.2	340.1	337.6	340.2	330.6	342.1	322.3	312.2
% Advanced	16 %	8 %	22 %	14 %	13 %	12 %	11 %	18 %	10 %	10 %
% Proficient	34 %	30 %	29 %	27 %	28 %	31 %	25 %	28 %	20 %	18 %
% Basic	28 %	36 %	33 %	37 %	35 %	32 %	35 %	29 %	32 %	26 %
% Below Basic	15 %	20 %	11 %	15 %	17 %	17 %	18 %	16 %	22 %	21 %
% Far Below Basic	7 %	8 %	6 %	8 %	7 %	7 %	11 %	8 %	15 %	25 %
CST Mathematics										
Students Tested	3028	3084	3092	2946	3172	3072				
% of Enrollment	0.7 %	0.7 %	0.7 %	0.6 %	0.7 %	0.6 %				
Students with Scores	3021	3072	3088	2943	3167	3064				
Mean Scale Score	364.8	369.1	363.6	353.2	338.3	333.1				
% Advanced	25 %	29 %	28 %	17 %	10 %	10 %				
% Proficient	33 %	29 %	28 %	31 %	29 %	26 %				
% Basic	24 %	23 %	25 %	23 %	32 %	33 %				
% Below Basic	14 %	16 %	16 %	22 %	23 %	23 %				
% Far Below Basic	5 %	4 %	3 %	7 %	5 %	8 %				

2007 White	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	125522	128101	130150	135533	139734	142925	146468	155593	157764	154250
% of Enrollment	27.0 %	27.4 %	27.7 %	28.3 %	28.8 %	29.1 %	29.8 %	29.6 %	31.5 %	33.4 %
Students with Scores	125275	127842	129993	135380	139569	142644	146147	155162	157248	153551
Mean Scale Score	369.6	355.9	378.9	366.4	363.4	367.7	364.8	370.2	353.8	350.4
% Advanced	30 %	19 %	42 %	30 %	29 %	28 %	29 %	36 %	27 %	27 %
% Proficient	36 %	37 %	29 %	34 %	32 %	38 %	33 %	30 %	28 %	25 %
% Basic	20 %	28 %	20 %	24 %	25 %	21 %	25 %	20 %	25 %	22 %
% Below Basic	9 %	11 %	6 %	7 %	9 %	9 %	8 %	9 %	12 %	12 %
% Far Below Basic	5 %	5 %	3 %	4 %	4 %	4 %	5 %	4 %	8 %	14 %
CST Mathematics										
Students Tested	125449	128051	130071	135430	139624	134171				
% of Enrollment	27.0 %	27.4 %	27.7 %	28.3 %	28.8 %	27.3 %				
Students with Scores	125161	127725	129891	135279	139427	133895				
Mean Scale Score	398.7	398.4	387.8	385.9	367.8	358.7				
% Advanced	41 %	44 %	41 %	30 %	22 %	21 %				
% Proficient	33 %	28 %	29 %	33 %	36 %	33 %				
% Basic	16 %	16 %	19 %	19 %	25 %	27 %				
% Below Basic	8 %	10 %	10 %	14 %	13 %	14 %				
% Far Below Basic	2 %	2 %	2 %	4 %	3 %	5 %				

2007 Students with Disabilities	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	36588	43503	46970	48688	46948	45070	43102	42603	40421	36340
% of Enrollment	7.9 %	9.3 %	10.0 %	10.2 %	9.7 %	9.2 %	8.8 %	8.1 %	8.1 %	7.9 %
Students with Scores	36410	43263	46787	48523	46788	44806	42816	42118	39964	35885
Mean Scale Score	304.2	287.8	308.8	297.7	292.6	288.5	284.9	289.2	277.3	262.4
% Advanced	7 %	4 %	9 %	5 %	4 %	2 %	2 %	3 %	2 %	2 %
% Proficient	15 %	11 %	12 %	10 %	8 %	8 %	7 %	7 %	5 %	4 %
% Basic	21 %	20 %	25 %	23 %	21 %	20 %	21 %	22 %	16 %	11 %
% Below Basic	23 %	25 %	23 %	26 %	32 %	34 %	29 %	37 %	32 %	22 %
% Far Below Basic	33 %	39 %	31 %	36 %	36 %	35 %	41 %	31 %	46 %	61 %
CST Mathematics										
Students Tested	36556	43451	46921	48632	46894	44495				
% of Enrollment	7.9 %	9.3 %	10.0 %	10.2 %	9.7 %	9.1 %				
Students with Scores	36352	43151	46761	48461	46703	44234				
Mean Scale Score	316.8	313.5	313.1	292.6	288.2	280.7				
% Advanced	14 %	14 %	12 %	6 %	3 %	2 %				
% Proficient	20 %	17 %	15 %	12 %	9 %	7 %				
% Basic	20 %	18 %	22 %	16 %	19 %	17 %				
% Below Basic	24 %	30 %	35 %	35 %	43 %	39 %				
% Far Below Basic	22 %	21 %	16 %	30 %	26 %	35 %				

2007 Economically Disadvantaged	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	271040	270019	270267	273132	270314	261919	253355	245537	216185	183404
% of Enrollment	58.3 %	57.8 %	57.5 %	57.1 %	55.8 %	53.4 %	51.6 %	46.7 %	43.2 %	39.7 %
Students with Scores	270326	269339	269873	272765	269894	261218	252490	244155	214949	182266
Mean Scale Score	325.6	310.6	332.9	323.9	320.4	322.6	317.8	323.6	310.0	302.9
% Advanced	9 %	4 %	12 %	7 %	7 %	7 %	7 %	10 %	6 %	7 %
% Proficient	26 %	19 %	24 %	22 %	20 %	24 %	19 %	22 %	15 %	15 %
% Basic	30 %	35 %	36 %	38 %	36 %	32 %	36 %	31 %	31 %	26 %
% Below Basic	21 %	26 %	17 %	19 %	24 %	24 %	22 %	24 %	27 %	23 %
% Far Below Basic	15 %	16 %	11 %	13 %	14 %	13 %	16 %	13 %	20 %	29 %
CST Mathematics										
Students Tested	270764	269811	270049	272949	270095	255728				
% of Enrollment	58.2 %	57.7 %	57.4 %	57.1 %	55.7 %	52.1 %				
Students with Scores	269928	268909	269653	272562	269589	254983				
Mean Scale Score	347.3	348.3	346.6	331.3	321.6	317.7				
% Advanced	18 %	21 %	20 %	11 %	6 %	7 %				
% Proficient	30 %	26 %	25 %	25 %	22 %	20 %				
% Basic	26 %	24 %	27 %	25 %	33 %	31 %				
% Below Basic	19 %	22 %	22 %	28 %	30 %	29 %				
% Far Below Basic	7 %	6 %	5 %	11 %	9 %	13 %				

2007 English Language Learner	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	465188	467509	470154	478371	484787	490601	491128	525938	500655	461753
CST English-Language Arts										
Students Tested	166537	152690	147267	130013	107067	100692	92322	94258	79009	61265
% of Enrollment	35.8 %	32.7 %	31.3 %	27.2 %	22.1 %	20.5 %	18.8 %	17.9 %	15.8 %	13.3 %
Students with Scores	166178	152342	147038	129826	106873	100421	91962	93617	78544	60846
Mean Scale Score	319.8	299.6	319.1	305.6	297.3	294.8	288.6	294.0	281.2	269.0
% Advanced	7 %	2 %	5 %	2 %	1 %	1 %	1 %	2 %	1 %	1 %
% Proficient	23 %	13 %	19 %	12 %	8 %	9 %	5 %	8 %	3 %	3 %
% Basic	30 %	34 %	40 %	40 %	33 %	31 %	30 %	30 %	22 %	17 %
% Below Basic	23 %	31 %	21 %	27 %	35 %	36 %	35 %	38 %	40 %	30 %
% Far Below Basic	16 %	20 %	14 %	19 %	22 %	23 %	30 %	22 %	34 %	48 %
CST Mathematics										
Students Tested	166440	152624	147225	129980	107009	99915				
% of Enrollment	35.8 %	32.6 %	31.3 %	27.2 %	22.1 %	20.4 %				
Students with Scores	166077	152254	147042	129810	106819	99632				
Mean Scale Score	344.4	340.3	336.8	311.6	300.7	295.9				
% Advanced	17 %	17 %	15 %	5 %	2 %	2 %				
% Proficient	29 %	25 %	24 %	20 %	12 %	11 %				
% Basic	26 %	25 %	30 %	26 %	31 %	28 %				
% Below Basic	20 %	25 %	25 %	35 %	41 %	39 %				
% Far Below Basic	7 %	7 %	6 %	14 %	13 %	20 %				

California Standardized Testing and Reporting (STAR)
California Standards Test (CST) English-Language Arts and Mathematics Scores by Subgroup, 2009
Retrieved from <http://star.cde.ca.gov>

2009 Black or African American	Grades									
	2	3	4	5	6	7	8	9	10	11
	EOC									
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352
CST English-Language Arts										
Students Tested	32,579	31,732	31,745	32,411	32,619	33,584	35,184	40,677	37,602	33,637
% of Enrollment	7.0 %	6.8 %	6.8 %	6.9 %	7.0 %	7.0 %	7.2 %	7.8 %	7.6 %	7.2 %
Students with Scores	32,449	31,643	31,699	32,349	32,589	33,485	35,044	40,353	37,359	33,386
Mean Scale Score	338.2	324.3	349.4	339.5	334.3	335.3	328.4	329.1	316.0	307.2
% Advanced	13 %	9 %	22 %	14 %	11 %	12 %	12 %	11 %	9 %	8 %
% Proficient	31 %	24 %	28 %	28 %	28 %	29 %	22 %	25 %	19 %	17 %
% Basic	30 %	31 %	29 %	34 %	34 %	33 %	34 %	31 %	32 %	25 %
% Below Basic	15 %	22 %	13 %	13 %	17 %	16 %	18 %	21 %	19 %	23 %
% Far Below Basic	11 %	14 %	7 %	11 %	9 %	11 %	14 %	13 %	21 %	26 %
CST Mathematics										
Students Tested	32,506	31,726	31,871	32,465	32,541	32,475				
% of Enrollment	7.0 %	6.8 %	6.9 %	6.9 %	6.9 %	6.8 %				
Students with Scores	32,341	31,592	31,799	32,411	32,457	32,352				
Mean Scale Score	347.8	354.3	354.4	341.5	323.7	318.1				
% Advanced	20 %	24 %	26 %	14 %	9 %	7 %				
% Proficient	29 %	26 %	25 %	28 %	22 %	19 %				
% Basic	25 %	24 %	25 %	24 %	28 %	33 %				
% Below Basic	20 %	21 %	19 %	22 %	28 %	27 %				
% Far Below Basic	7 %	6 %	4 %	11 %	12 %	14 %				

2009 American Indian or Alaska Native	Grades									
	2	3	4	5	6	7	8	9	10	11
	EOC									
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352
CST English-Language Arts										
Students Tested	3,841	3,687	3,685	3,764	3,777	3,960	4,039	4,343	3,941	3,852
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %
Students with Scores	3,825	3,675	3,680	3,756	3,775	3,945	4,018	4,321	3,924	3,834
Mean Scale Score	341.7	330.3	354.3	344.1	343.5	344.8	339.1	344.2	330.2	323.0
% Advanced	15 %	12 %	24 %	16 %	15 %	16 %	17 %	19 %	15 %	14 %
% Proficient	30 %	25 %	30 %	29 %	30 %	32 %	25 %	27 %	23 %	22 %
% Basic	30 %	31 %	27 %	33 %	33 %	30 %	32 %	28 %	31 %	25 %
% Below Basic	14 %	20 %	12 %	12 %	14 %	14 %	15 %	16 %	16 %	19 %
% Far Below Basic	11 %	12 %	6 %	10 %	7 %	8 %	11 %	10 %	15 %	20 %
CST Mathematics										
Students Tested	3,831	3,710	3,700	3,788	3,777	3,841				
% of Enrollment	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %	0.8 %				
Students with Scores	3,811	3,693	3,694	3,779	3,769	3,830				
Mean Scale Score	362.4	368.3	364.9	349.9	339.0	331.9				
% Advanced	25 %	28 %	30 %	16 %	13 %	11 %				
% Proficient	32 %	28 %	28 %	30 %	28 %	24 %				
% Basic	23 %	23 %	23 %	24 %	29 %	34 %				
% Below Basic	16 %	17 %	16 %	21 %	23 %	22 %				
% Far Below Basic	5 %	4 %	2 %	9 %	8 %	10 %				

2009 Asian	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
	Reported Enrollment										
	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
CST English-Language Arts											
Students Tested	38,966	40,778	37,510	37,714	39,577	40,703	41,163	43,634	43,740	43,722	
% of Enrollment	8.4 %	8.7 %	8.1 %	8.1 %	8.4 %	8.5 %	8.5 %	8.4 %	8.8 %	9.4 %	
Students with Scores	38,922	40,751	37,485	37,687	39,568	40,685	41,140	43,569	43,693	43,658	
Mean Scale Score	391.8	375.4	403.1	389.5	384.8	390.9	385.5	387.4	373.3	368.4	
% Advanced	43 %	35 %	59 %	46 %	44 %	47 %	45 %	46 %	40 %	37 %	
% Proficient	34 %	32 %	23 %	29 %	31 %	30 %	27 %	28 %	28 %	26 %	
% Basic	16 %	20 %	13 %	17 %	17 %	15 %	19 %	17 %	20 %	19 %	
% Below Basic	5 %	9 %	4 %	4 %	5 %	5 %	6 %	7 %	7 %	11 %	
% Far Below Basic	3 %	4 %	2 %	3 %	2 %	3 %	3 %	3 %	5 %	7 %	
CST Mathematics											
Students Tested	38,948	40,820	37,632	37,827	39,633	32,298					
% of Enrollment	8.4 %	8.7 %	8.1 %	8.1 %	8.5 %	6.8 %					
Students with Scores	38,903	40,792	37,617	37,807	39,614	32,274					
Mean Scale Score	427.4	452.2	439.2	446.6	416.4	397.7					
% Advanced	58 %	67 %	70 %	55 %	50 %	41 %					
% Proficient	26 %	20 %	18 %	27 %	28 %	31 %					
% Basic	10 %	9 %	9 %	11 %	14 %	19 %					
% Below Basic	5 %	4 %	3 %	6 %	7 %	6 %					
% Far Below Basic	1 %	1 %	1 %	2 %	2 %	2 %					

2009 Filipino	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
CST English-Language Arts											
Students Tested	12,669	12,873	13,132	13,432	13,483	13,752	13,756	14,465	14,420	13,966	
% of Enrollment	2.7 %	2.7 %	2.8 %	2.9 %	2.9 %	2.9 %	2.8 %	2.8 %	2.9 %	3.0 %	
Students with Scores	12,654	12,858	13,127	13,428	13,483	13,738	13,753	14,448	14,401	13,941	
Mean Scale Score	379.6	360.7	389.3	375.1	370.7	377.2	369.4	372.4	359.2	349.6	
% Advanced	33 %	23 %	48 %	33 %	31 %	33 %	32 %	32 %	26 %	22 %	
% Proficient	40 %	36 %	30 %	36 %	38 %	39 %	33 %	36 %	33 %	30 %	
% Basic	20 %	27 %	17 %	24 %	24 %	21 %	25 %	22 %	29 %	28 %	
% Below Basic	5 %	11 %	4 %	5 %	6 %	5 %	7 %	7 %	8 %	13 %	
% Far Below Basic	2 %	4 %	1 %	2 %	2 %	2 %	3 %	2 %	4 %	7 %	
CST Mathematics											
Students Tested	12,663	12,872	13,173	13,467	13,477	12,435					
% of Enrollment	2.7 %	2.7 %	2.8 %	2.9 %	2.9 %	2.6 %					
Students with Scores	12,645	12,857	13,167	13,460	13,472	12,422					
Mean Scale Score	403.5	419.5	410.2	410.0	378.5	370.1					
% Advanced	45 %	52 %	56 %	39 %	29 %	25 %					
% Proficient	33 %	28 %	25 %	35 %	34 %	35 %					
% Basic	14 %	13 %	13 %	16 %	23 %	27 %					
% Below Basic	6 %	6 %	5 %	8 %	11 %	10 %					
% Far Below Basic	1 %	1 %	1 %	2 %	2 %	3 %					

2009 Hispanic or Latino	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
	Reported Enrollment										
CST English-Language Arts	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
Students Tested	238,797	230,232	222,358	222,546	221,873	225,687	226,810	250,510	226,467	201,434	
% of Enrollment	51.4 %	49.0 %	47.9 %	47.6 %	47.3 %	47.2 %	46.7 %	48.0 %	45.7 %	43.2 %	
Students with Scores	238,410	229,939	222,180	222,375	221,763	225,353	226,343	249,509	225,618	200,591	
Mean Scale Score	335.2	319.8	347.7	338.2	335.5	334.9	328.4	329.6	320.0	311.0	
% Advanced	11 %	7 %	20 %	12 %	11 %	11 %	11 %	10 %	9 %	8 %	
% Proficient	30 %	22 %	29 %	28 %	29 %	29 %	23 %	25 %	21 %	18 %	
% Basic	31 %	32 %	31 %	36 %	36 %	34 %	36 %	33 %	34 %	28 %	
% Below Basic	17 %	23 %	13 %	14 %	17 %	16 %	18 %	21 %	19 %	24 %	
% Far Below Basic	11 %	15 %	7 %	10 %	8 %	10 %	12 %	11 %	17 %	21 %	
CST Mathematics											
Students Tested	238,619	231,264	223,861	223,923	222,333	218,253					
% of Enrollment	51.3 %	49.2 %	48.3 %	47.9 %	47.4 %	45.6 %					
Students with Scores	238,052	230,829	223,670	223,709	222,085	217,853					
Mean Scale Score	356.6	364.6	363.2	352.4	332.4	328.2					
% Advanced	22 %	26 %	29 %	16 %	11 %	9 %					
% Proficient	31 %	29 %	27 %	31 %	25 %	23 %					
% Basic	24 %	24 %	25 %	24 %	30 %	35 %					
% Below Basic	17 %	17 %	16 %	20 %	25 %	23 %					
% Far Below Basic	5 %	4 %	2 %	8 %	9 %	10 %					

2009 Native Hawaiian or Pacific Islander	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
CST English-Language Arts											
Students Tested	2,920	2,998	2,935	3,088	3,035	2,984	3,206	3,444	3,324	3,172	
% of Enrollment	0.6 %	0.6 %	0.6 %	0.7 %	0.6 %	0.6 %	0.7 %	0.7 %	0.7 %	0.7 %	
Students with Scores	2,917	2,997	2,933	3,085	3,035	2,978	3,199	3,430	3,313	3,160	
Mean Scale Score	352.3	335.7	364.8	352.3	348.2	350.3	343.1	343.2	331.6	324.0	
% Advanced	18 %	12 %	31 %	19 %	17 %	18 %	18 %	17 %	14 %	12 %	
% Proficient	36 %	27 %	31 %	33 %	32 %	34 %	26 %	29 %	24 %	23 %	
% Basic	29 %	33 %	26 %	31 %	34 %	30 %	35 %	31 %	33 %	28 %	
% Below Basic	10 %	19 %	9 %	10 %	12 %	12 %	13 %	16 %	16 %	20 %	
% Far Below Basic	7 %	8 %	4 %	6 %	5 %	6 %	8 %	8 %	13 %	17 %	
CST Mathematics											
Students Tested	2,917	3,010	2,949	3,097	3,043	2,819					
% of Enrollment	0.6 %	0.6 %	0.6 %	0.7 %	0.6 %	0.6 %					
Students with Scores	2,904	3,004	2,944	3,092	3,041	2,815					
Mean Scale Score	371.3	378.2	379.3	368.0	346.3	341.6					
% Advanced	28 %	33 %	39 %	22 %	16 %	13 %					
% Proficient	33 %	29 %	26 %	34 %	27 %	27 %					
% Basic	22 %	22 %	22 %	22 %	30 %	34 %					
% Below Basic	14 %	14 %	11 %	16 %	21 %	20 %					
% Far Below Basic	3 %	3 %	1 %	6 %	6 %	6 %					

2009 White	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352
CST English-Language Arts										
Students Tested	121,314	121,156	121,990	124,222	125,977	131,950	136,559	146,549	145,808	144,238
% of Enrollment	26.1 %	25.8 %	26.3 %	26.6 %	26.9 %	27.6 %	28.1 %	28.1 %	29.4 %	30.9 %
Students with Scores	121,097	120,963	121,908	124,096	125,913	131,767	136,352	146,186	145,514	143,790
Mean Scale Score	375.3	368.5	391.9	380.3	374.8	378.5	373.6	376.4	359.4	355.3
% Advanced	32 %	29 %	51 %	39 %	35 %	36 %	36 %	38 %	30 %	29 %
% Proficient	36 %	34 %	27 %	33 %	36 %	36 %	30 %	31 %	30 %	26 %
% Basic	20 %	23 %	15 %	19 %	21 %	19 %	22 %	19 %	24 %	21 %
% Below Basic	7 %	9 %	4 %	5 %	6 %	5 %	7 %	8 %	8 %	13 %
% Far Below Basic	5 %	4 %	2 %	3 %	2 %	3 %	4 %	4 %	8 %	10 %
CST Mathematics										
Students Tested	121,232	121,794	122,701	124,583	125,754	120,886				
% of Enrollment	26.1 %	25.9 %	26.4 %	26.7 %	26.8 %	25.3 %				
Students with Scores	120,969	121,556	122,578	124,447	125,601	120,671				
Mean Scale Score	404.6	415.2	404.9	401.9	379.5	366.2				
% Advanced	46 %	50 %	53 %	36 %	31 %	24 %				
% Proficient	31 %	27 %	25 %	34 %	34 %	34 %				
% Basic	14 %	15 %	14 %	17 %	22 %	27 %				
% Below Basic	7 %	7 %	7 %	10 %	11 %	11 %				
% Far Below Basic	2 %	1 %	1 %	3 %	3 %	4 %				

2009 Students With Disabilities	Grades									
	2	3	4	5	6	7	8	9	10	11 EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352
CST English-Language Arts										
Students Tested	37,346	30,574	28,684	29,300	29,515	31,486	31,444	43,715	39,495	35,317
% of Enrollment	8.0 %	6.5 %	6.2 %	6.3 %	6.3 %	6.6 %	6.5 %	8.4 %	8.0 %	7.6 %
Students with Scores	37,135	30,469	28,615	29,216	29,450	31,354	31,256	43,265	39,125	34,948
Mean Scale Score	307.3	305.5	332.1	317.7	310.5	301.7	296.6	292.9	280.3	268.2
% Advanced	8 %	8 %	17 %	10 %	6 %	5 %	5 %	3 %	2 %	2 %
% Proficient	16 %	16 %	20 %	17 %	15 %	14 %	10 %	9 %	6 %	5 %
% Basic	24 %	23 %	27 %	29 %	30 %	27 %	26 %	23 %	20 %	13 %
% Below Basic	22 %	23 %	18 %	18 %	26 %	24 %	26 %	34 %	26 %	27 %
% Far Below Basic	30 %	30 %	19 %	26 %	23 %	30 %	33 %	30 %	45 %	53 %
CST Mathematics										
Students Tested	37,291	32,389	31,375	31,444	30,066	30,758				
% of Enrollment	8.0 %	6.9 %	6.8 %	6.7 %	6.4 %	6.4 %				
Students with Scores	37,111	32,263	31,297	31,360	29,957	30,598				
Mean Scale Score	319.0	342.2	341.5	321.9	302.8	295.1				
% Advanced	15 %	21 %	22 %	11 %	7 %	4 %				
% Proficient	20 %	22 %	21 %	20 %	14 %	11 %				
% Basic	20 %	22 %	24 %	21 %	22 %	24 %				
% Below Basic	26 %	23 %	25 %	27 %	33 %	33 %				
% Far Below Basic	19 %	12 %	8 %	20 %	24 %	27 %				

2009
Economically
Disadvantaged

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
CST English-Language Arts											
Students Tested	277,689	266,738	258,113	256,512	253,895	254,101	253,483	264,334	235,500	206,591	
% of Enrollment	59.7 %	56.8 %	55.6 %	54.9 %	54.2 %	53.1 %	52.2 %	50.6 %	47.5 %	44.3 %	
Students with Scores	277,117	266,305	257,859	256,247	253,742	253,654	252,906	263,135	234,581	205,646	
Mean Scale Score	334.7	319.6	346.8	337.0	334.5	334.2	327.8	328.8	318.9	309.8	
% Advanced	11 %	7 %	19 %	12 %	10 %	11 %	11 %	10 %	9 %	8 %	
% Proficient	30 %	22 %	29 %	28 %	28 %	29 %	22 %	25 %	20 %	18 %	
% Basic	31 %	32 %	31 %	36 %	36 %	34 %	35 %	33 %	34 %	28 %	
% Below Basic	17 %	24 %	13 %	14 %	17 %	16 %	18 %	21 %	19 %	24 %	
% Far Below Basic	11 %	15 %	7 %	11 %	8 %	11 %	13 %	11 %	18 %	22 %	
CST Mathematics											
Students Tested	277,387	267,928	259,800	258,059	254,256	244,881					
% of Enrollment	59.7 %	57.0 %	56.0 %	55.2 %	54.2 %	51.2 %					
Students with Scores	276,596	267,326	259,505	257,752	253,891	244,350					
Mean Scale Score	355.9	364.0	362.3	351.3	332.0	327.7					
% Advanced	22 %	26 %	29 %	16 %	11 %	9 %					
% Proficient	31 %	28 %	27 %	30 %	25 %	23 %					
% Basic	24 %	24 %	25 %	24 %	30 %	34 %					
% Below Basic	18 %	18 %	17 %	21 %	25 %	24 %					
% Far Below Basic	5 %	4 %	3 %	9 %	9 %	10 %					

2009
English Language
Learner

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	464,910	469,941	463,945	467,447	468,749	478,346	486,050	522,400	495,705	466,352	
CST English-Language Arts											
Students Tested	179,951	150,395	126,063	105,870	93,696	88,728	78,313	89,453	76,065	62,870	
% of Enrollment	38.7 %	32.0 %	27.2 %	22.6 %	20.0 %	18.5 %	16.1 %	17.1 %	15.3 %	13.5 %	
Students with Scores	179,665	150,175	125,931	105,735	93,619	88,564	78,113	88,952	75,678	62,528	
Mean Scale Score	332.5	307.6	329.3	313.7	308.4	301.4	292.6	295.0	285.1	272.3	
% Advanced	11 %	4 %	9 %	3 %	2 %	1 %	1 %	1 %	1 %	1 %	
% Proficient	28 %	16 %	25 %	16 %	13 %	12 %	7 %	8 %	5 %	4 %	
% Basic	32 %	32 %	38 %	41 %	41 %	38 %	34 %	33 %	29 %	18 %	
% Below Basic	18 %	28 %	18 %	22 %	29 %	28 %	32 %	37 %	31 %	36 %	
% Far Below Basic	11 %	19 %	10 %	18 %	15 %	21 %	26 %	22 %	34 %	42 %	
CST Mathematics											
Students Tested	179,832	151,092	127,138	106,959	94,229	87,846					
% of Enrollment	38.7 %	32.2 %	27.4 %	22.9 %	20.1 %	18.4 %					
Students with Scores	179,455	150,805	127,024	106,824	94,103	87,664					
Mean Scale Score	356.3	355.9	348.3	326.6	305.5	303.8					
% Advanced	23 %	23 %	21 %	8 %	4 %	3 %					
% Proficient	30 %	28 %	26 %	25 %	15 %	13 %					
% Basic	24 %	25 %	29 %	27 %	30 %	33 %					
% Below Basic	18 %	20 %	21 %	28 %	36 %	34 %					
% Far Below Basic	5 %	5 %	3 %	12 %	15 %	17 %					

Appendix A3iia.I

NAEP Results

EXHIBIT A3iial

National Assessment of Educational Progress (NAEP) Results, Grade 4 Mathematics, 2003-2009, California

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Mathematics, Grade 4: Percentage of ALL STUDENTS At or Above Basic			
Year	Jurisdiction	All students	
		At or above basic	Std Error
2009	CA	72	-(1.4)
2007	CA	70	-(0.8)
2005	CA	71	-(0.7)
2003	CA	67	-(1.1)

Mathematics, Grade 4: Percentage of STUDENTS BY NATIONAL SCHOOL LUNCH PROGRAM ELIGIBILITY At or Above Basic					
Year	Jurisdiction	Eligible for Natl School Lunch Program		Not eligible	
		At or above basic	Std Error	At or above basic	Std Error
2009	CA	60	-(1.9)	86	-(1.6)
2007	CA	58	-(1.2)	84	-(1.0)
2005	CA	59	-(1.0)	86	-(0.8)
2003	CA	54	-(1.7)	84	-(1.1)

Mathematics, Grade 4: Percentage of STUDENTS BY ETHNICITY At or Above Basic													
Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	89	-(1.5)	56	-(4.5)	59	-(2.0)	93	-(1.9)	‡	†	‡	†
2007	CA	88	-(0.9)	58	-(2.9)	57	-(1.1)	89	-(1.5)	‡	†	86	-(4.6)
2005	CA	88	-(0.9)	53	-(2.5)	59	-(1.2)	89	-(1.4)	69	-(6.6)	79	-(5.6)
2003	CA	86	-(1.3)	51	-(3.0)	53	-(1.4)	87	-(2.5)	‡	†	‡	†

Mathematics, Grade 4: Percentage of STUDENTS BY DISABILITY AND ENGLISH LEARNER STATUS At or Above Basic									
Year	Jurisdiction	SD only		ELL only		Both SD and ELL		Neither SD nor ELL	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	53	-(5.1)	51	-(2.4)	19	-(5.7)	84	-(1.2)
2007	CA	50	-(3.1)	51	-(1.3)	22	-(3.9)	83	-(1.0)
2005	CA	51	-(2.4)	52	-(1.4)	29	-(3.8)	83	-(0.7)
2003	CA	49	-(4.5)	49	-(1.8)	30	-(3.6)	79	-(1.5)

National Assessment of Educational Progress (NAEP) Results, Grade 4 Reading, 2003-2009, California

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Reading, Grade 4: Percentage of ALL STUDENTS At or Above Basic

Year	Jurisdiction	All students	
		At or above basic	Std Error
2009	CA	54	-(1.5)
2007	CA	53	-(1.0)
2005	CA	50	-(0.9)
2003	CA	50	-(1.6)

Reading, Grade 4: Percentage of STUDENTS BY NATIONAL SCHOOL LUNCH PROGRAM ELIGIBILITY At or Above Basic

Year	Jurisdiction	Eligible for Natl School Lunch Program		Not eligible	
		At or above basic	Std Error	At or above basic	Std Error
2009	CA	38	-(1.3)	73	-(1.8)
2007	CA	38	-(1.2)	71	-(1.2)
2005	CA	35	-(1.1)	70	-(1.1)
2003	CA	33	-(1.5)	68	-(2.0)

Reading, Grade 4: Percentage of STUDENTS BY ETHNICITY At or Above Basic

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	74	-(2.3)	42	-(4.6)	38	-(1.6)	78	-(3.2)	‡	†	‡	†
2007	CA	74	-(1.5)	42	-(3.0)	39	-(1.2)	74	-(2.4)	‡	†	61	-(7.8)
2005	CA	71	-(1.2)	38	-(2.1)	34	-(1.1)	68	-(2.1)	54	-(5.7)	66	-(6.0)
2003	CA	69	-(2.3)	37	-(4.2)	33	-(1.7)	68	-(3.6)	‡	†	‡	†

Reading, Grade 4: Percentage of STUDENTS BY DISABILITY AND ENGLISH LEARNER STATUS At or Above Basic

Year	Jurisdiction	SD only		ELL only		Both SD and ELL		Neither SD nor ELL	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	32	-(4.0)	27	-(1.6)	4	-(2.3)	68	-(1.8)
2007	CA	36	-(3.1)	28	-(1.4)	8	-(2.2)	69	-(1.1)
2005	CA	29	-(2.8)	25	-(1.2)	7	-(2.0)	65	-(1.1)
2003	CA	29	-(5.0)	27	-(2.5)	14	-(3.6)	62	-(1.9)

National Assessment of Educational Progress (NAEP) Results, Grade 8 Mathematics, 2003-2009, California

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Mathematics, Grade 8: Percentage of ALL STUDENTS At or Above Basic

Year	Jurisdiction	All students	
		At or above basic	Std Error
2009	CA	59	(1.5)
2007	CA	59	(1.0)
2005	CA	57	(0.8)
2003	CA	56	(1.3)

Mathematics, Grade 8: Percentage of STUDENTS BY NATIONAL SCHOOL LUNCH PROGRAM ELIGIBILITY At or Above Basic

Year	Jurisdiction	Eligible for Natl School Lunch Program		Not eligible	
		At or above basic	Std Error	At or above basic	Std Error
2009	CA	47	(1.8)	74	(1.9)
2007	CA	46	(1.5)	72	(1.3)
2005	CA	42	(1.1)	71	(1.0)
2003	CA	38	(1.6)	70	(1.6)

Mathematics, Grade 8: Percentage of STUDENTS BY ETHNICITY At or Above Basic

Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	78	(1.9)	40	(3.3)	45	(1.6)	82	(3.2)	‡	†	‡	†
2007	CA	78	(1.3)	38	(2.8)	44	(1.5)	79	(2.1)	50	(7.3)	‡	†
2005	CA	74	(1.0)	35	(2.3)	42	(1.0)	80	(1.7)	‡	†	71	(6.9)
2003	CA	74	(1.6)	35	(3.9)	37	(2.0)	74	(2.9)	‡	†	‡	†

Mathematics, Grade 8: Percentage of STUDENTS BY DISABILITY AND ENGLISH LEARNER STATUS At or Above Basic

Year	Jurisdiction	SD only		ELL only		Both SD and ELL		Neither SD nor ELL	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	26	(4.0)	23	(2.8)	4	†	71	(1.4)
2007	CA	25	(3.4)	29	(2.0)	7	(3.5)	71	(1.0)
2005	CA	22	(2.5)	28	(1.6)	6	(2.7)	68	(0.8)
2003	CA	24	(2.8)	26	(3.0)	13	(5.5)	67	(1.5)

National Assessment of Educational Progress (NAEP) Results, Grade 8 Reading, 2003-2009, California

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Reading, Grade 8: Percentage of ALL STUDENTS At or Above Basic			
Year	Jurisdiction	All students	
		At or above basic	Std Error
2009	CA	64	(1.4)
2007	CA	62	(0.8)
2005	CA	60	(0.7)
2003	CA	61	(1.3)

Reading, Grade 8: Percentage of STUDENTS BY NATIONAL SCHOOL LUNCH PROGRAM ELIGIBILITY At or Above Basic					
Year	Jurisdiction	Eligible for Natl School Lunch Program		Not eligible	
		At or above basic	Std Error	At or above basic	Std Error
2009	CA	52	(1.5)	78	(1.9)
2007	CA	50	(1.2)	75	(1.1)
2005	CA	47	(1.2)	72	(0.9)
2003	CA	47	(1.9)	75	(1.7)

Reading, Grade 8: Percentage of STUDENTS BY ETHNICITY At or Above Basic													
Year	Jurisdiction	White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	80	(2.0)	53	(4.6)	52	(1.6)	77	(2.7)	‡	†	‡	†
2007	CA	78	(1.2)	47	(2.7)	50	(1.0)	75	(3.0)	62	(7.8)	‡	†
2005	CA	75	(1.0)	47	(2.4)	47	(1.2)	75	(1.7)	‡	†	71	(5.5)
2003	CA	76	(1.7)	48	(3.5)	46	(2.1)	76	(2.7)	‡	†	‡	†

Reading, Grade 8: Percentage of STUDENTS BY DISABILITY AND ENGLISH LEARNER STATUS At or Above Basic									
Year	Jurisdiction	SD only		ELL only		Both SD and ELL		Neither SD nor ELL	
		At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error	At or above basic	Std Error
2009	CA	33	(3.9)	24	(2.9)	6	(3.3)	76	(1.3)
2007	CA	27	(3.2)	28	(1.9)	7	(3.0)	75	(0.8)
2005	CA	27	(2.3)	28	(1.6)	7	(2.9)	72	(0.7)
2003	CA	22	(3.1)	30	(3.1)	14	(4.6)	73	(1.1)

† Not applicable

‡ Reporting standards not met.

Note: Detail may not sum to totals because of rounding; Some apparent differences between estimates may not be statistically significant.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading and Mathematics Assessments.

Appendix B.I

Assurance B Workplan Timeline

RttT B Activities and Timeline

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
Have new curricular frameworks and instructional materials aligned with new standards <i>Project: New Curricular Frameworks</i>	Develop curricular frameworks for mathematics and English/language arts	Dec 2010 - 2014	CDE
	Adopt new curricular frameworks and launch instructional adoption process	Jan 2012 (for math) Jan 2014 (for ELA)	SBE
	Adopt new instructional materials	Aug 2014 (for math) Aug 2016 (for ELA)	SBE
New assessments aligned with new standards <i>Project: New Standards-Aligned Assessments</i>	Revise summative assessment system	2014	CDE
	Build statewide online assessment item bank for both interim and formative assessments <ul style="list-style-type: none"> Create an Assessment Bank Advisory Board to oversee the development and maintenance of the assessment bank Collect and review existing assessment items from LEAs Fund capacity to support additional reviewers in select participating LEAs Convene committee of reviewers from LEAs to review items 	2010 – 2014 Aug 2010 2010 – 2014 (one subject per year) 2010 – 2014 2010 - 2014	RttT Implementation Team, Participating LEAs
	Develop guidelines for building a valid and reliable assessment	2010-2011	Assessment Bank Advisory Board
	Develop and provide trainings on assessment development	2010 - 2012	PD Module Collaboratives (composed of LEA representatives)
	Work with publishers to develop reading passage bank and interim assessments	2010 - 2014	CDE
	Develop PD Modules on key topics including understanding the new standards, curricular frameworks, instructional strategies and assessments <ul style="list-style-type: none"> Convene PD Module Advisory Board to oversee development of PD modules PD Module Collaboratives will develop and design modules 	2010 – 2014 2010 – 2011 2010 – 2014	RttT Implementation Team Appointed by RttT Impl Team, Composed of LEA reps
Educators are trained on new standards, frameworks, and assessment <i>Project: Professional Development and Training</i>	Identify and train LEA trainers on PD modules	2010 – 2014	PD Module Collaboratives
	LEA trainers train educators within participating LEAs	2010-2014	Participating LEAs

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
Have a revised statewide measures based on growth <i>Project: Revised CST Reporting and Accountability Measure</i>	Seek waiver to replace AYP with student growth measure for accountability in RttT	2011 – 2012	CDE
More timely and useful CST (California Standards Test) reporting <i>Project: Revised CST Reporting and Accountability Measures</i>	Work with LEAs to develop more timely, relevant and useful CST reporting	2010 – 2012	CDE

Appendix B1.I

Common Core Standards Consortium MOA



GOVERNOR ARNOLD SCHWARZENEGGER

May 28, 2009

Mr. Ray Scheppach
Executive Director
National Governors Association
Hall of the States
444 North Capitol Street
Suite 267
Washington, DC 20001-1512

Mr. Gene Wilhoit
Executive Director
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431

Dear Mr. Scheppach and Mr. Wilhoit,

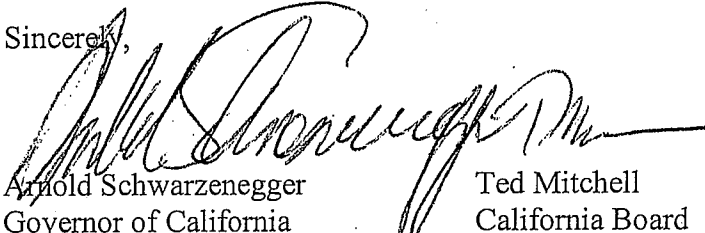
California is pleased to participate in the CCSSO-NGA initiative to develop common core standards. In particular, we welcome the opportunity to participate in the international benchmarking efforts. This benchmarking will be important for our nation and helpful in California's efforts to prepare all students to succeed in the global economy.

As a high-standards state, we have specific issues to bring forward with regard to our participation:


- A) As highlighted by the Fordham Institute, American Federation of Teachers and others, California has some of the highest standards in the nation. We will fully participate in the common core development process, but we cannot commit to adopting them until we have determined that they meet or exceed our own.
- B) California cannot commit to being bound by the premise that the common core standards must represent 85 percent of all state standards in English language arts and math.
- C) California is eager to submit nominees to serve on the National Validation Committee, and we respectfully request that one to two committee members be appointed from our list of submitted candidates. Our nominees will have critical experience with raising and maintaining standards in this state, which would be helpful to the committee's work.

With these conditions understood, we look forward to being a part of this important national effort. Thank you for the invitation to participate.

Sincerely,


Arnold Schwarzenegger
Governor of California

Ted Mitchell
California Board
of Education President


Jack O'Connell
California Superintendent of
Public Instruction

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

Appendix B1ii.I

Legal Process for Adopting Standards

Evidence for (B)(1)(ii):

- A description of the legal process in the State for adopting standards
-

California's Legal Process for Adopting Standards

SEC. 14. Section 60605.7 is added to the Education Code, to read:

60605.7. The Superintendent, the state board, and any other entity or individual designated by the Governor shall participate in the Common Core State Standards Initiative consortium sponsored by the National Governors Association and the Council of Chief State School Officers or any associated or related interstate collaboration to jointly develop common high-quality standards or assessments aligned with the common set of standards. SEC. 15. Section 60605.8 is added to the Education Code, to read:

60605.8. (a) There is hereby established the Academic Content Standards Commission. The commission shall consist of 21 members, appointed as follows:

(1) Eleven members appointed by the Governor.

(2) Five members appointed by the Senate Committee on Rules.

(3) Five members appointed by the Speaker of the Assembly.

(b) Members of the commission shall serve at the pleasure of the appointing authority.

(c) Not less than half of the members appointed by each of the appointing authorities pursuant to subdivision (a) shall be current public school elementary or secondary classroom teachers.

(d) The commission shall develop academic content standards in language arts and mathematics. The standards shall be internationally benchmarked and build toward college and career readiness by the time of high school graduation. Unless otherwise allowed by the Secretary of the United States Department of Education, at least 85 percent of these standards shall be the common core academic standards developed by the consortium or interstate collaboration set forth in Section 60605.7.

(e) Pursuant to the Bagley-Keene Act, Article 9 (commencing with Sec. 11120) of Division 3 of Title 2 of the Government Code, all meetings and hearings of the commission shall be open and available to the public.

(f) On or before July 15, 2010, the commission shall present its recommended academic content standards to the state board.

(g) On or before August 2, 2010, the state board shall do either of the following:

(1) Adopt the academic content standards as proposed by the commission.

(2) Reject the academic content standards as proposed by the commission. If the state board rejects the standards it shall provide a specific written explanation to the Superintendent, the Governor, and the Legislature of the reasons why the proposed standards were rejected.

(h) The Superintendent and state board shall present to the Governor and to the appropriate policy and fiscal committees of the Legislature a schedule and implementation plan for integrating the academic content standards adopted pursuant to this section into the state educational system. SEC. 16. Section 60605.9 is added to the Education Code, to read:

60605.9. Notwithstanding any other provision of law, the limitation in paragraph (6) of subdivision (c) of Section 60200, which requires that other criteria be approved at least 30 months prior to the date that the materials are to be approved for adoption, shall not apply to instructional materials adopted by the state board that are aligned with the content standards adopted pursuant to Section 60605.8 in each of the content areas for which standards are revised or adopted.

Appendix B2i.I

Description of the Current Assessment Consortia



Designing Common State Assessment Systems April 2010

Earlier this month, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released draft Common Core State Standards, the result of a state-led collaborative process to develop common standards in English-language arts and mathematics. **The nation's governors and chief state school officers believe these new standards offer an unprecedented opportunity for states to work together to dramatically improve the quality, cost-effectiveness, and comparability of state assessments.** Adoption of common standards and assessments remains a state decision. During their annual Winter Meeting, governors expressed a strong preference for having only one or two summative assessments that could be administered in all states adopting the Common Core.

In addition, the U.S. Department of Education has announced a Race to the Top Assessment Program that will make up to \$350 million available for consortia of states to develop a "next generation" of higher-quality assessments. The upgrade is necessary. Not only are definitions of proficiency inconsistent from state to state, but also today's tests are not always well-aligned with standards and tend to be focused on low-level multiple-choice questions that cannot measure the full breadth and depth of learning the Common Core State Standards expect. Moreover, current tests were not designed to provide a rich variety of timely information useful to decision-makers at all levels, including classroom teachers.

States have an historic opportunity to use Race to the Top funds to create next-generation assessment systems that can better fulfill the many purposes we have for assessment, providing rich summative data that can inform decision-making while also informing and inspiring high-quality instruction in classrooms. The next generation of state assessments can make the Common Core State Standards concrete and meaningful to educators, students, and parents and provide a critical vehicle for ensuring that all students master essential knowledge and skills.

Recognizing that opportunity, CCSSO and the NGA Center convened in February for a series of conversations with leaders of the six overlapping state consortia that already had formed to seek Race to the Top funds. Participants explored key priorities driving each consortium and identified areas of agreement that would provide a basis for common action. Those conversations yielded important agreements that will greatly facilitate collaboration to improve the quality, cost-effectiveness, and comparability of state assessments. Leaders of the consortia:

- embraced a common vision for assessment;
- developed a list of shared priorities for leveraging Race to the Top funds to design next-generation assessment systems;
- merged their efforts considerably to reduce the number of consortia moving forward; and
- agreed to participate in a joint NGA-CCSSO project to ensure comparability of summative assessment results across consortia and to reduce costs by collaborating on other activities.

A Common Vision

Participants reached a strong consensus on a powerful vision for next-generation assessments, based on the following overarching principles:

1. *Assessments should be fully aligned with the new Common Core State Standards and measure the full breadth and depth of knowledge and skills described in those standards.*
2. *Assessments should produce a range of sophisticated data necessary to support decision-making at all levels, including indicators as to whether students are ready or “on track” to be ready for college and careers; measures of student growth over time in addition to annual performance against standards; and information on how students perform compared with their peers internationally.*
3. *States must create coherent assessment systems comprised of multiple integrated components, including a variety of formative assessments that inform, support, and improve classroom instruction, rather than continuing to rely on one annual test to accomplish too many purposes.*

Shared Priorities

Moving beyond that broad vision, participants also agreed on a more detailed set of “shared priorities” for the design and development of next-generation assessment systems, including the following:

- Leverage cross-state collaboration to ensure comparability of summative assessment results and to promote cost-efficiency by exploiting economies of scale for research, development, and administration.
- Employ a robust mix of test questions and performance assessments* necessary to measure the full breadth and depth of the Common Core State Standards. Although decisions about item types should be based on an analysis of how best to measure the standards, new summative assessments will likely need to incorporate a larger proportion of more sophisticated multiple-choice questions, constructed-response (or “fill-in-the-space”) questions, on-demand performance tasks, and—to the extent feasible—classroom-based performance assessments.
- Aggressively pursue technology-based solutions for more efficient delivery and scoring of state assessments and to report test results more rapidly, clearly, and in various formats that are useful both for accountability and for improving classroom instruction.
- Employ “universal design principles,” strategies for developing new assessments in ways that allow the widest possible range of students to participate fully from outset, along with appropriate accommodations to ensure maximum participation of students with special educational needs.

* Performance assessments are ways to measure students’ knowledge and skills that go beyond asking them to answer multiple-choice or fill-in-the-space questions. Typically, students are asked to complete a hands-on task that can take 40 minutes or can be completed over several class periods. For example, students might be asked to research and write a magazine article or to conduct and explain the results of a scientific experiment.

- Support and involve classroom teachers in efforts to improve assessment at all levels by:
 - Providing teachers support materials and tools (curriculum frameworks, syllabi, banks of curriculum-embedded performance tasks) which help teachers to become “assessment literate”; and
 - Offering teachers opportunities to participate in the development and implementation of new state assessments, including the design of constructed-response items and performance tasks for summative assessments.
- Ensure that the design process works for states rather than against them. States should own the processes and products of assessment development. Consortia should negotiate streamlined peer review of state assessment programs by the federal government so that peer reviews are conducted at the *consortium level* rather than for each individual state.

Similarities and Differences between the Consortia

Based on the consensus reached on the vision and priorities, the original six consortia agreed to substantially merge their efforts, resulting in only two major assessment consortia moving forward. Although the two consortia share a similar set of long-term priorities for the next generation of state assessment systems, they have chosen to emphasize a different set of priorities over the short term, during which Race to the Top funds will support major investments in research and development. (The appendix includes detailed descriptions provided by leaders of each consortium and its design plans as of March 2010.)

The **SMARTER BALANCED** consortium plans to move very aggressively toward full implementation of online testing using “computer-adaptive” software that selects new test questions based on each student’s own in-test performance and provides immediate results to teachers. This approach allows for a very precise understanding of where students are in relation to grade level expectations. In addition to summative tests, the consortium will develop computer-adaptive mid-year “benchmark” tests and formative assessments that can be administered throughout the year to guide instruction. The consortium plans to seek additional funds in addition to a Race to the Top grant so that it can meet these ambitious goals. Finally, SMARTER BALANCED plans to emphasize teacher involvement in all aspects of assessment design and implementation, from creating and selecting test questions to scoring students’ responses on performance tasks, and to invest heavily in other professional development activities so teachers become more adept at applying a range of assessment strategies in their own classrooms.

Recognizing the fiscal costs of research and development plus ongoing administration, the **Partnership for Assessment of Readiness for College and Career** has chosen to adopt a prudent set of short-term design goals. The Partnership will focus primarily on developing a set of high-quality summative assessments, including grades 3-8 tests and end-of-course high school tests, which can provide rich information on students’ annual progress toward meeting evidence-based benchmarks for college- and career-readiness. The intent is to ensure high-quality data that can be used for a range of planning and accountability purposes. For example, several leaders of the Partnership have a particular interest in using the results to generate student growth measures that can be used to evaluate teacher and principal effectiveness. To help teachers and others better

understand and plan for the assessments, the Partnership will release a significant proportion of test items and interpretive information every year, and it will develop model curriculum frameworks and course syllabi that illustrate specific instructional options.

Like the SMARTER BALANCED consortium, the Partnership plans to develop a bank of classroom-based performance tasks, the results of which eventually could be incorporated into summative scores, and it intends to move to computer-based testing by 2016. However, the Partnership currently does not plan to invest in computer-adaptive software, extensive teacher development activities, or mid-year benchmark and formative assessments (though its system architecture will allow states to add such components later).

Moving Forward: Ensuring Comparability in Summative Assessments

CCSSO and the NGA Center will lead a joint effort to enable test scores to be compared across the summative assessments being created by the two consortia. Governors and chief state school officers view this as a top-priority goal and consider the effort to be the natural successor to the state-led effort to develop Common Core State Standards. High-quality assessments make standards concrete and meaningful to educators, students, and parents and provide a critical vehicle for ensuring that all students master important knowledge and skills. The assessment work will engage any consortium and all states that adopt the Common Core State Standards.

In the April 6th notice for applications, the U.S. Department of Education announced two competitions. A Comprehensive Assessment System grant would be for grades 3-8 and at a designated point in high school, and would be used for instructional improvement and accountability. They anticipate funding 1-2 consortia at approximately \$160 million each, with the requirement that at least 15 states be in a consortium. An additional \$30 million will fund a second grant for High School Course Assessments, which would be used to create more consistent levels of rigor in high school courses. In advance of submitting their assessment proposals to the U.S. Department of Education on June 23rd, CCSSO and the NGA Center will ask all consortia to sign a memorandum of understanding that commits them to participating in the effort to compare scores across assessments.

The NGA Center and CCSSO will engage testing experts who can help participants understand the many possible methods for promoting comparability, as well as the tradeoffs among different strategies. Certain approaches, such as embedding a set of common questions across the tests, would enable results to be compared among schools and districts across most, if not all, of the nation, something that never before has been possible in the United States. For example, even if West Virginia and Florida joined separate assessment consortia, it would be possible to say “Byrd Elementary School’s 85 in West Virginia is higher than Hurston Elementary School’s 80 in Florida.” Other approaches would require a smaller up-front investment but would not produce reliably comparable scores at the school level or district level.

In addition to ensuring a level of comparability across summative assessments, the effort will encourage consortia to explore other ways they can pool their efforts and leverage greater economies of scale. Additional cost savings might come from cross-state collaboration to develop curriculum-embedded tasks and materials based on the Common Core State Standards, or ways to evaluate and meet states’ differing technological infrastructure needs.

The full power of the Common Core State Standards will be realized when states align them to new, high-quality assessments that are internationally benchmarked and build toward college and career readiness. However, the discussion about developing common state assessments is

relatively new and lacks agreement on the one best design. While a single testing consortium would allow states and families to compare achievement at the student level, a capability that is lost with multiple consortia, there are philosophical and practical differences across states that make a single consortium difficult to create at this time. The overarching goal is to create next-generation assessment systems that are more comparable across the nation and more cost-efficient than ever before.

Appendix: Detailed Descriptions Provided by Assessment Consortia

The following descriptions were provided by leaders of the two assessment consortia.

The SMARTER BALANCED Consortium

Overarching Vision and Goals

The “Smarter Balanced Assessment Consortium” was formed from a merger of three consortia that emerged in January 2010 in response to the Race to the Top competition: the Balanced Assessment, MOSAIC, and SMARTER Consortia, comprising a total of 45 states.

The Consortium’s priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium recognizes the need for a system of formative and summative assessments, organized around the Common Core State Standards, that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The Consortium is committed to the development of a system that is state-led and will provide:

- **Common summative tests in English language arts and mathematics** that assess student progress and mastery of core concepts and critical transferable skills using a range of formats: selected-response and constructed-response items, and performance tasks, designed together to assess the full range of standards.
- **Formative assessment tools and supports** that are shaped around curriculum guidance which includes learning progressions, and that link evidence of student competencies to the summative system.
- Focused **professional development** around curriculum and lesson development, as well as scoring and examination of student work
- **Reporting systems** that provide first-hand evidence of student performances, as well as aggregated scores by dimensions of learning, student characteristics, classrooms, schools, and districts.
- A **governance structure** that ensures a strong voice for state administrators, policy makers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time.

Design Principles

As described below, the Consortium members have agreed to a set of principles that are consistent with those used by educational systems of high-achieving nations and states. These include the following:

1) **Assessments are grounded in a thoughtfully integrated learning system** of standards, curriculum, assessment, instruction, and teacher development. Teachers and other instructional experts are involved in the process of developing formative and summative assessments grounded in the learning standards. These guide professional learning about curriculum, teaching, and assessment. Instructional supports are provided to enable thoughtful teaching. Thus, assessments are provided to schools as part of a well-aligned system that guides and supports a coherent approach to students' and teachers' learning.

2) **Assessments include evidence of actual student performance** on challenging tasks that evaluate standards of 21st Century learning. The assessments will be strategically used to evaluate a broad array of skills and competencies and inform progress toward and acquisition of readiness for higher education and multiple work domains. They emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3) **Teachers are integrally involved in the design, development and scoring of assessment items and tasks.** Teachers will participate in the alignment and unpacking of the Common Core State Standards and the identification of the standards in the local curriculum. The Consortium will involve teachers in formative and summative assessment development. It will support moderation of scoring processes to ensure consistency, to enable teachers to deeply understand the standards, and to develop stronger curriculum, instruction, and classroom assessment. Assessment literate teachers 1) who have gotten "inside" the Common Core State Standards, 2) who have taught to the standards, 3) who have learned how to appropriately measure the standards, and 4) who have learned strategies to intervene if students have not measured the standards, will be teachers whose students are learning. Teachers' roles include the construction and review of items/tasks, the definition of scoring guides, selection of student work exemplars, and scoring.

4) **Technology is designed to support assessment and learning systems.** Technology is used to enhance these assessments in a number of ways by: delivering the assessments; enabling adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; supporting online simulation tasks that test higher-order abilities, allowing students to search for information or manipulate variables, and tracking information about the students' problem-solving processes; and, in some cases, scoring the results or delivering the responses to trained scorers / teachers to access from an electronic platform. Such a platform can support training and calibration of scorers and moderation of scores, as well as the efficient aggregation of results in ways that support reporting and research about the responses.

5) Assessments are structured to continuously **improve teaching and learning**. Assessment, *as*, *of*, and *for* learning, is designed to develop understanding of what learning standards are, what high-quality work looks like, and what is needed for student learning. It is also designed to foster instruction that supports transferable knowledge and skills. These outcomes are enabled by several features of the assessment system:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.
- Close examination of student work and moderated teacher scoring are sources of ongoing professional development that improve teaching.
- Developing both on-demand and curriculum-embedded assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

Anticipated Uses of the Assessment System

The Consortium will develop a common summative assessment that will provide comparable results across all of the participating states. This comparability will be achieved by applying psychometrically sound scaling and equating procedures to items and a modest number of performance tasks of limited scope (e.g. no more than a few days to complete) that will be used in common across consortium states. Consortium states will use commonly determined performance standards that are internationally benchmarked.

In addition, some states will work on pushing the envelope with respect to more ambitious performance assessments – which may be used in common by one or more sub-consortia of states – and, in the same way, others will undertake more ambitious work with respect to computer-adaptive testing and simulations. This design allows the Consortium to create, at one time, a new summative assessment used by a large number of states within the five-year horizon of the federal grant, and to create even more leading-edge assessment components used by sub-consortia of states who decide to offer augmented assessments. Common use of these augmented assessments across subsets of states would result in comparable results across the states, without disrupting the existence of a leaner, common summative assessment across all the states in the Consortium.

Current understandings about the nature of the assessment items, tasks, and strategies are noted below:

Objective Machine-Scored Items

- Movement toward more analytic types of selected-response and constructed-response items that are easily scored, including computer simulations.

Open-Ended Constructed Response

Artificial intelligence (AI) scored items.

- Work to establish efficient means of developing items and reliable scoring processes for complex responses scored by computer.
- Build and maintain the confidence teachers have in the system by incorporating a systematic read-behind by teachers.

Human scored constructed response

- Develop training and moderated scoring processes for teacher scoring of items that cannot be scored by AI and for additional scoring of AI items.
- A strategic mix of teacher and machine scoring should be created to take advantage of efficiencies and reduce burden, while also ensuring teacher participation and learning.

Curriculum-Embedded Performance Assessments

- The common summative assessment would incorporate performance events of modest scope (1-5 days) to evaluate the standards more fully.
- Some states will form a workgroup to go further with rich performance tasks that can make advances in performance assessments on behalf of the Consortium.
- These more ambitious performance assessments could be included for individual state accountability systems (and for comparisons across a subset of states, if desired) until a greater proportion of states has capacity for implementation.

Advanced Computer-Based Simulations

- Some states will form a workgroup to make advances in computer based simulations on behalf of the Consortium.
- These simulations could be included in individual state accountability systems until a greater proportion of states has capacity for implementation.

The Partnership for Assessment of Readiness for College and Career

In January 2010, twenty-eight states signed an agreement to participate in the Common Assessment Partnership and seventeen states signed with the Florida-led Common Assessment Consortium.[†] Since then, many leaders and assessment experts from these states have engaged in work, facilitated by Achieve, to develop a shared vision and set of design principles for a multi-state assessment system. During this period, leading states in both consortia—Florida, Massachusetts and Louisiana—worked to align the visions of the two consortia. This document represents their collective vision and a summary of current agreements and understandings.

The Race to the Top Assessment Competition presents states with an unprecedented opportunity to move from the state-led development of common standards in mathematics and English language arts to a common measurement for student performance and growth. The Common Core State Standards will require students to demonstrate knowledge and skills in deep and meaningful ways, as well as to reason, synthesize, think critically, and solve problems. A compelling vision for common assessments demands fully measuring the depth and breadth of the concepts and skills represented in the Common Core State Standards. However, states recognize the tension between their desire for innovative, forward-looking assessments and the realities of limited resources available to them for ongoing test administration. States in this partnership have agreed to strike a balance between pushing ahead towards next-generation assessment systems and acknowledging the design and fiscal tradeoffs, including the ability to sustain these assessments over the long term.

The state leaders recognize that trying to project costs more than five years in the future is filled with many uncertainties, such as the potential cost savings from technologies that have not yet been invented. Therefore, these state leaders have agreed that they will be adamant about researching and designing an affordable and practical system without sacrificing innovative assessments that can drive instruction. Partnership states will bring forth the best intellectual resources to tackle this challenge and develop solutions that will allow states to maximize the value of innovative assessment features while minimizing cost and turnaround time for results.

In the near term, the partnership expects that the substantial costs for developing the assessment system outlined below will be paid for by the Race to the Top assessment grant award. However, the partnership members recognize that the costs of implementing and sustaining an innovative assessment system could require more resources than many states are currently budgeting for assessment, even with new technological developments. The states are committed to building a sustainable system and it is their hope that the federal government will continue to provide funding to help support the ongoing administration costs for innovative assessment systems.

Purposes and Uses

The initial state members have identified the following major purposes and uses for the assessment system results.

- The primary purpose is to measure and document students' **college and career readiness** at the end of high school and to measure students' progress toward this target throughout

[†] The combined list of states: Alabama, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, and Wisconsin.

the rest of the system. Students meeting the college- and career-readiness standards will be eligible to be placed into credit-bearing, rather than remedial, courses in all public 2- and 4-year postsecondary institutions in all participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
 - Are **comparable across states** at the student level;
 - Meet **internationally rigorous benchmarks**;
 - Support valid assessment of **student longitudinal growth**; and
 - Serve as a **signal for good instructional practices**.
- The results must be able to support multiple levels and forms of accountability including:
 - Decisions about **promotion and graduation for individual students**,
 - **Teacher and leader evaluations**, and
 - **School accountability** determinations.

Cross-Cutting Design Considerations

While there are many design issues unique to either the grades 3-8 or high school assessment systems, the following issues cut across the design of all of the assessments in the system.

- ***Comprehensive and Coherent System.*** A comprehensive assessment system design will be used to ensure coherence among summative, interim, and formative assessments, even if the partnership focuses development efforts on the summative measures.
- ***Operational Use.*** The partnership's summative assessment system will be available for the first operational use by the spring of 2014.
- ***Migration to Computer-Based Testing.*** The initial operational assessment will be available in both computer and paper formats, but by the spring of 2016, paper formats will be available for specific testing accommodations only.
- ***Common Performance Levels.*** All partnership states will use common performance level descriptors and standard-setting processes, and will cut scores to define common achievement levels.
- ***Student-Level Growth.*** The summative assessments will provide valid inferences regarding individual student growth and progress toward college and career readiness. Partnership members are committed to exploring the use of a common student growth model in order to facilitate comparisons of growth across member states.
- ***International Benchmarking.*** The assessments will be designed to ensure that students are being held to internationally competitive expectations via:
 - tight alignment with the internationally-benchmarked Common Core State Standards;
 - benchmarking the actual assessments against assessments from high-performing countries; and
 - pursuing empirically-based international comparisons at target grade levels.
- ***Item Types.*** The partnership will ensure that the assessments measure the depth and breadth of the Common Core State Standards and signal effective instruction. In consideration of cost, scoring time, and test administration time, the partnership will pursue innovations in item types that require higher-order thinking skills but that can be

scored via computer. There is also recognition that a target of college and career readiness requires expectations for complex performances. As such, assessments will include open-response tasks.

- **Testing Conditions.** The partnership is committed to using the most uniform test administration policies and practices possible to enable meaningful comparisons of results across states.
- **Special Populations.** The assessments will be as inclusive as possible, particularly for students with disabilities and English language learners. The partnership will also require—to the fullest extent possible—the use of uniform accommodation policies and practices in all member states.
- **Robust Writing Assessments.** The partnership will create robust (i.e., not just single prompts) direct writing assessments for every grade 3-11. All states will administer these at key grades and will be free to administer them (or allow Local Education Authorities to do so) at the other grades.
- **Classroom-Embedded Performance Tasks.** The partnership will develop classroom-embedded performance tasks, starting first with writing as described above. Partnership states will participate in a pilot administration of these embedded tasks. The results from these tasks will not be included in summative judgments until the validity of such judgments can be assured.
- **Released Items and Item Analysis.** The partnership will release operational items along with relevant student performance information (e.g., released-item reports).
- **Model Instructional Supports.** The partnership will develop model curriculum frameworks in grades K-8 and model course syllabi for high school that illustrate specific instructional options for educators targeting the Common Core State Standards, the common assessments, and embedded performance tasks.
- **Assessments in Grades K-2.** The partnership is interested in collaborating on some form of a K-2 assessment system.

Assessment Design Considerations

Grades 3-8. The assessment system for grades 3-8 will provide students, parents, and educators with clear signals about whether students are on track to acquire the knowledge and skills foundational for success in and after high school. These assessments will include the following unique design considerations, as well as the cross-cutting features described above:

- Reading and mathematics assessments will be administered at the end of each school year in all grades.
- Writing will be assessed separately at specific, as yet to be determined, grades.

High School. The major focus of the high school assessment system will be to determine whether students can demonstrate the knowledge and skills necessary for success in college and careers.

- The partnership states are committed to involving higher education in the design of the assessments and associated performance standards.
- The partnership is committed to developing at least two approaches to high school assessment.

- **End-of-course exams** will be developed for a limited set of mathematics and English courses.
- **End-of-domain assessments** will be created to assess students at key points during their high school experience.
- The partnership is committed to designing these two approaches such that college/career ready determinations from each have comparable meanings.

Governance

The partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing Board** will be comprised of a representative group of leaders from partnership states and will be responsible for major policy decisions such as the overall direction of the partnership, major purposes and uses of the assessment system, fiscal authority, and rules for state engagement.
- The **Design Group** will include officials from 8-12 states with expertise in assessment design and development and will work with an advisory group of national and international experts to create the design for a next-generation assessment system.
- The **Review Team** will be comprised of state representatives from all partnership states and will be responsible for providing input to and feedback on the assessment system design.
- Achieve will serve as the coordinating **management partner** with the National Center for the Improvement of Educational Assessment (Center for Assessment) serving as a technical support partner.

Appendix B2i.II

MOU for Partnership for Assessment of Readiness for College and Careers

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

MEMORANDUM OF UNDERSTANDING

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.
- Additionally, the partnership is committed to ensuring that the assessment results:
 - Are **comparable across states** at the student level;
 - Meet **internationally rigorous benchmarks**;
 - Support valid assessment of **student longitudinal growth**; and
 - Serve as a **signal for good instructional practices**.
- The results must be able to support multiple levels and forms of accountability including:
 - Decisions about **promotion and graduation for individual students**,
 - **Teacher and leader evaluations**, and
 - **School accountability** determinations.

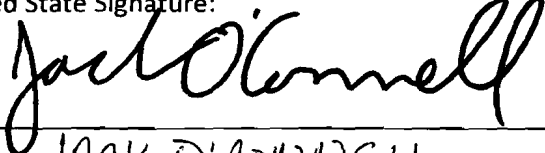
Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
 - The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.
-

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

Signed (print) for the State of: CALIFORNIA	
Authorized State Signature: 	
Name: JACK O'CONNELL	Date: 5/24/10
Title: STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	

Appendix B3.I

Description of the Consortium for Assessment-Guided Learning, Teaching, and Professional Development in Mathematics

Abstract: The Consortium for Assessment-Guided Learning, Teaching, and Professional Development in Mathematics

On behalf of the Consortium for Assessment-Guided Learning, Teaching, and Professional Development in Mathematics, the Carnegie Foundation for the Advancement of Teaching requests a three year, \$4.9 Million i3 Development Grant to carry out a project addressing Absolute Priority 3: *Innovations that complement the implementation of high standards and high-quality assessments*. The funds will be used to iteratively evaluate and enhance an innovative Web-based method designed to transform conventional assessment items into timely formative educational resources attuned to the learning progressions of individual students. This project also addresses Competitive Preference Priorities 7 and 8, *Innovations that address the unique learning needs of limited English proficient students* and *Innovations that serve schools in rural Local Education Agencies (LEAs)*.

The advanced prototype of this suite of technologies, called Learning Conductor: Mathematics, incorporates a unique software application that significantly multiplies the limited supply of publicly released, standards-based assessment items through the process of item parameterization. A second technology generates detailed explanatory solutions for each of the item-based mathematical exercises generated by the parameterization process. A third technology allows students to access these standards-aligned exercises over the Internet, to study and solve them at their own pace, and to obtain feedback immediately. A fourth technology, a sophisticated database application, records these problem-solving interactions and generates reports for students and teachers. Finally, to foster collaborations among educators in creating strategies for embedding Learning Conductor's formative assessments into classroom practice, the system includes the infrastructure needed to support advanced open-source social-networking technologies.

The Consortium will implement Conductor in a range of educational settings provided by our partner LEAs, including adult schools, summer-school and catch-up mathematics programs, and traditional classrooms. Data collected from these implementations will be used to iteratively improve Conductor's existing technologies to better address the learning needs of all students, and particularly high-need and linguistic minority students. The data will also enable the Consortium's team of expert mathematics educators to develop new bodies of source assessment items from which Conductor generates its streams of exercises and solutions. These new items will fill in significant gaps in the bodies of publicly released assessment items that standards-based formative assessments currently rely upon: these gaps make the publicly released items particularly unhelpful for students performing at below-basic levels of proficiency. Our hypothesis is that as we add these items and enhance Conductor's technologies, students who use it will show measurable improvements in performance, both in the classroom and on standardized exams, notably the California High School Exit Exam in mathematics.

By the end of the grant period, the project is expected to serve approximately 4,500 students. Bernard Gifford, a Resident Scholar at the Carnegie Foundation, is the Principal Investigator. Official partner LEAs include the Sequoia Union High School District, the El Cerrito High School Group, Envision Charter Schools, and the Los Molinos Unified School District. All four of these California LEAs serve a large number of the kinds of high-need students targeted by i3. Los Molinos is a rural LEA.

Appendix C.I

Assurance C Workplan Timeline

RTTT C Activities and Timelines

Expected Outcome	Activities	Timeline	Responsible Parties
Expand existing longitudinal data systems <i>Project(s): Expand K-12 to Include Pre-K; Expand CALPADS to Include Additional "Core Data Elements"; Modernize CSU System</i>	Business process analysis and model to collect and maintain pre-K identifiers and related data	2010-2011	CDE and DSSC
	Identify the data that should be collected and maintained for each preschool student	2010-2011	CDE and DSSC
	Implement a pilot in order to demonstrate the feasibility and assess the cost of obtaining and maintaining SSIDs for preschool children attending programs not operated by an LEA	2010-2011 and ongoing	CDE and DSSC
	Develop strategic plan for modification of CALPADS to collect additional student-level data	2011-2012	CDE and DSSC
	Implement collection of new set of CALPADS data to expand K-12 data system	2011-2012 and ongoing	CDE and DSSC
	Develop new data warehousing and migrate legacy data to new system where possible	2010-2011	CDE and The California State University (CSU)
	Map old Enterprise System siloed-fields from Peoplesoft ERP to new data warehouse structure, map expanded data elements (as necessary) to new data warehouse structure, set up ETL (extract/transform/load) from Peoplesoft to data warehouse	2010-2011	CDE and The California State University (CSU)
	Establish and implement course equivalencies within the CSU in pre-baccalaureate and first-time freshman level courses	2010-2011	CDE and The California State University (CSU)
	Full launch of new CSU Enterprise Data System	2011-2012	CDE and The California State University (CSU)
Build a High Quality P-20 Longitudinal Data Warehouse <i>Project(s): Data Conversion Plan for Existing K-12 and Postsecondary Data; Establish Infrastructure/ Platform; Design/Develop/Test</i>	Develop a comprehensive P-20 data dictionary using the common data architecture approach, taking into consideration national standards, especially the NCES Data Handbooks and IPEDS	2010-2011 and ongoing	CDE and DSSC
	Design logical and physical data models for the P-20 CCEDS data warehouse	2010-2011 and ongoing	CDE and DSSC
	Devise translation scheme documentation between each common data architecture variation and the preferred variation of participating organizations	2010-2011 and ongoing	CDE and DSSC
	Procure, install, and configure hardware/software	2010-2011	CDE and DSSC
	Design/develop secure transfer protocol and exchange between state source systems and CCEDS	2011-2013	CDE and DSSC

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
<i>System Functionality</i>	Design/develop/test algorithm(s) to match K-12 records to postsecondary records	2011-2013	CDE and DSSC
	Pre-cleanse and load K-12 and postsecondary data into system	2011-2013	CDE and DSSC
	Design/build functionality to link postsecondary data to workforce data	2011-2013	CDE and DSSC
	Design/build functionality to generate non-personal identifiers	2011-2013	CDE and DSSC
	Develop plan for ongoing data extracts from the CCEDS to Cal-PASS and CPEC	2011-2013	CDE and DSSC
Develop a Comprehensive Data Dashboard <i>Project(s): Develop a data governance structure; Ensure that data elements reflect needs of stakeholder; Ensure that the State's data system is fully accessible to the community, researchers, and LEAs</i>	Empanel Data Systems Steering Committee (DSSC)	July 2010	RttT Implementation Team
	Empanel implementation subcommittee: California Education Data Portal Implementation Team	July 2010	DSSC
	Hire Data Systems Vendor-Committee Coordinator (DSVCC) to liaise between DSSC, implementation teams, and third-party vendor	July – August 2010	DSSC
	Issue RFPs for third-party vendor to design and implement statewide data dashboard and best resources portal (separate vendors may be contracted for design and implementation)	July 2010	DSSC
	Assess stakeholder needs for California Education Data Portal (CEDP), includes dashboard and best resources portal, in addition to existing statewide resources, such as Brokers of Expertise	2010-2011	DSSC and CEDP Implementation Team (CEDP Implementation Team sunsetted after 2012-2013)
	Data Dashboard and Best Resources Portal Design	2010-2011	Ultimate ownership lies with DSSC and CEDP Implementation Team; DSVCC will liaise with third-party vendor on day-to-day basis
	Data Dashboard and Best Resources Portal Implementation	2010-2012	Ultimate ownership lies with DSSC and CEDP Implementation Team; DSVCC will liaise with third-party vendor on day-to-day basis
	Design data quality certification program for CEDP users at the LEA level	2010-2011	DSSC and CEDP Implementation Team, with facilitation by third-party vendor
	Train CEDP users at the LEA level in data quality assurance and ensuring proper levels of data access	2011-2012 and ongoing	DSSC with facilitation by third-party vendor

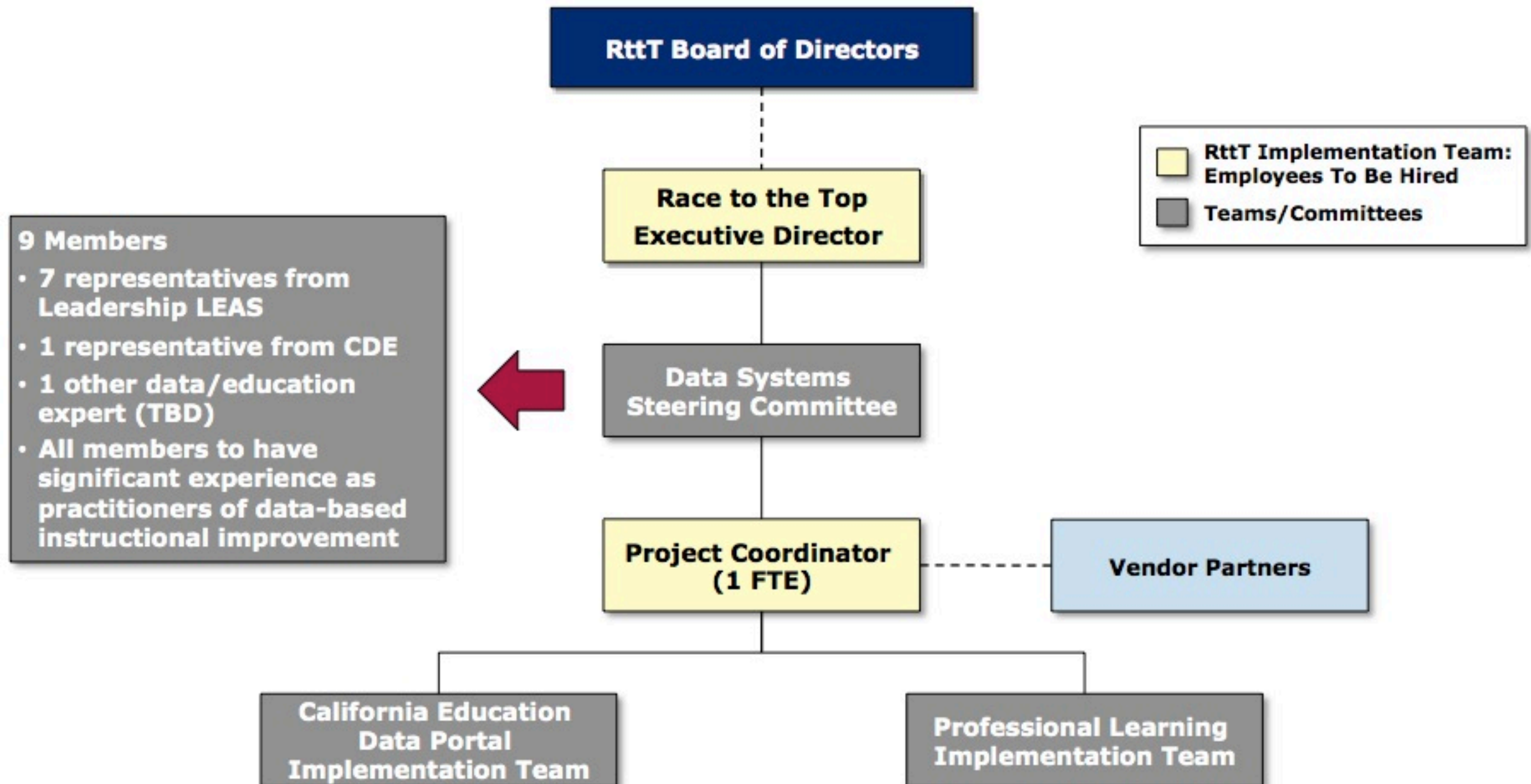
Expected Outcome	Activities	Timeline	Responsible Parties
	Implement necessary processes to link LEA data to CEDP (including development of common file formats, standardizing transfer of data from LEA to CEDP, etc)	2010-2012 with ongoing maintenance	All Participating LEAs
	Conduct technical training workshops for users of CEDP at the school level	2011-2012 and ongoing	All Participating LEAs
Launch District Data Coach Trainer (DCT) and School Data Coach (SDC) Program <i>Project(s): Develop statewide DCT training system; Implement PLCs for DCTs and SDCs</i>	Empanel implementation subcommittee: Professional Learning Implementation Team (PL Implementation Team)	July 2010	DSSC
	Issue RFPs for third-party vendor to design and implement statewide DCT training program (separate vendors may be contracted for design and implementation)	July 2010	DSSC and PL Implementation Team
	Develop District Data Coach Trainer (DCT) statewide training program and materials	2010-2011	Ultimate ownership lies with DSSC and PL Implementation Team; DSVCC will liaise with third-party vendor on day-to-day basis
	Hire DCTs at LEA level (1 DCT for LEAs with less than 50K students; 2 DCTs for 50K – 100K students; districts above 100K make individual decisions as needed)	2011-2012 and ongoing	All Participating LEAs
	Develop and launch train-the-trainer sessions with School Data Coaches (SDCs)	2011-2012—Development 2012-201—Launch	All Participating LEAs
Develop Best Practices Resource Portal <i>Project(s): Develop a common system for interim assessments; Integrate outcome findings to instructional resources and best practice strategies; Incorporate dashboard into SPSA; Use data systems to coordinate and individualize instruction through e-portfolios and academic interventions</i>	Load common interim and formative assessment item bank to best practices resource portal	2011-2014 (see Assurance B timeline for details)	Assessment Bank Advisory Board and DSSC
	Incorporate curriculum frameworks, resources, and guides into the best practices resource area of the data portal	2012-2014 (see Assurance B timeline for details)	CDE, SBE, and DSSC
	Post professional learning modules and opportunities into the best practices resource area of the data portal to facilitate a cycle of review process	2010-2014 (see Assurance B timeline for details)	RttT Implementation Team and DSSC
	Post successful turnaround school protocols, materials, presentations, and case studies into the best practices resource area	2011-2014 (see Assurance E timeline for details)	RttT Implementation Team and DSSC
	Post parent and community engagement materials, trainings, and presentations into the best practices resource area	2010 – 2014 (see Assurance E timeline for details)	RttT Implementation Team and DSSC
	Post accountability walkthrough protocols and materials	2011 – 2014 (See Assurance E timeline for details)	RttT Implementation Team and DSSC
	Provide electronic sharing to increase collaboration and communication in the best practices resource area of the data portal	2011-2014 and ongoing	DSSC

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
	Develop a web-based tool for collection of SPSA data analysis using dashboard indicators and disaggregated data from schools	2011-2012 and ongoing	Ultimate ownership lies with DSSC and CEDP Implementation Team; DSVCC will liaise with third
	Develop a reporting mechanism to export school data analysis	2011-2012 and ongoing	Ultimate ownership lies with DSSC and CEDP Implementation Team; DSVCC will liaise with third
	Develop a monitoring process for district leaders to review progress with school leaders, using the dashboard and the data analysis summaries as a frame for the conversation	2011-2012 and ongoing	DSSC and Participating LEAs
	Provide students with electronic portfolios to recognize work done in- and out-of-school, support self-reflection, and enable alternative assessment.	2010-2011—Designed 2011-2012—Pilot 2012-2014—Full Launch	RTTT Implementation Team to select third-party vendor through RFP
	Expand the California Virtual Campus and Use Data to Inform Individualized Instruction to Ensure College Readiness	2010-2011—Complete 2011-2013—Upkeep and resources developed 2013-2014—Evaluation and next steps	RTTT Implementation Team to select third-party vendor through RFP

Appendix C.II

Data Systems Steering Committee Organizational Chart

Implementation Team : Data Systems



Appendix C1.I

SBx5 2 Simitian Fact Sheet; SB-19 Assembly Comments

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Fact Sheet: Senate Bill 2, 5th Ex Session (Simitian)

as proposed to be amended October 20, 2009

EDUCATION DATA ACCESS

Summary

SBx5 2 develops a process, commencing July 1, 2010, for reviewing and responding to requests for individual pupil data records housed in the California Longitudinal Pupil Achievement Data System (CALPADS).

Background

Federal guidelines for the Race to the Top (R2T) competitive grant program include a specific element on stakeholder access to longitudinal data systems. Section III (B) (2) of R2T states that an application will be reviewed to determine *"the extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); that the data support decision-makers in the continuous improvement of instruction, operations, management, and resource allocation; and that they comply with the applicable requirements of the Family Educational Rights and Privacy Act (FERPA)."*

California does not presently have a "plan" to ensure data is accessible and used by all those stakeholders. Rather, most of the legislation to date has focused on getting data to teachers and LEAs, but with no emphasis to get data to parents, students, community members, unions or researchers. It is correct that these constituencies will have access to the reports the California Department of Education (CDE) provides and the quality of the reports will be improved because of the data from CALPADS and the California Longitudinal Teacher Integrated Data Education System (CALTIDES). This will address the needs of parents, the community, etc., and researchers can create a contract with CDE and then obtain the data. However, this approach does not meet the bar set in R2T for a *"high quality plan to ensure data is accessible to and used to inform and engage"* to identified stakeholders, as the state will only be making a small amount of data available to a few of the stakeholders.

This limited approach also fails to deliver on one of the key benefits that the CALPADS system is intended to provide – the ability of policymakers to ask and have answered questions about the impacts of existing or pending policy so as to be able to use that information in the policy making decision process. Therefore, and in the simplest of

terms, SBx5 2 addresses this by naming CDE as an entity with the same capacity to receive education data on individual students, just like an LEA. This satisfies the requirements of FERPA and meets R2T guidelines for the state to have a high-quality plan to provide access to CALPADS.

More specifically, the first three Sections of SBx5 2 are drafted to provide access to CALPADS, which will become fully operational in the current 2009-10 school year. In Section 4 of the bill, SBx5 2 contains intent language that the state is working towards developing the larger P-20 comprehensive longitudinal data system, per SB 1298 (Simitian; 2008) and R2T guidelines. As that larger linked system is developed, steps appropriate under state and federal law will be taken to provide stakeholder access. Taken together, the four Sections of SBx5 2 represent the high quality plan that is needed to meet the access-specific R2T selection criteria.

Finally, since the R2T guidelines will not be final until mid-November 2009, this bill may be amended at a future date to address other *yet to be identified* data-related changes that are needed to make California's application for R2T funds competitive.

Support

Opposition

Additional Background

California has embarked on a multi-year multi-step process to establish a comprehensive education data system. Beginning with SB 1453 in 2002 (Alpert; Chapter 1453), the state authorized the creation of the CALPADS to provide school districts and the CDE with the data to comply with the federal reporting requirements under No Child Left Behind. Additionally, CALPADS is intended to: (1) improve the evaluation of educational progress and investments over time; (2) provide school districts with information that can be used to improve pupil achievement; and (3) provide an efficient, flexible, secure means of maintaining longitudinal statewide pupil level data. Full roll out of the CALPADS will occur in the 2009-10 school year.

In 2006, SB 1614 (Simitian; Chapter 840) authorized the creation of the CALTIDES to: (1) identify workforce trends, including mobility, retention and attrition; (2) identify future needs regarding the teacher workforce; (3) provide high quality program evaluations, including those of teacher preparation and professional development programs; (4) promote the efficient monitoring of teacher assignment by local school districts and the state, as required by state and federal law; (5) provide a repository of information to help develop and review state policy; and (6) provide specific teacher information, such as age profiles of teachers in the workforce and patterns of in-service education for teachers. The CDE currently estimates that full rollout of CALTIDES will occur in the 2011-12 school year.

In 2008, SB 1298 (Simitian; Chapter 561), the Education Data and Information Act of 2008, was signed into law. The bill established processes by which local education agencies and public institutions of higher education issue, maintain, and report information using the unique state wide student identifiers required under current law. The bill: (a) convened a high-level working group to make recommendations with respect to the best governance structure for the data system, (b) directed the CIO to prepare a strategy plan outlining a clear

path for technical implementation, and (c) required the various education segments to begin using a common student identifier to ensure that, once a governance structure and technical architecture are in place, records can be linked from pre-K through the university.

In 2009, SB 19 (Simitian; Chapter 159), enacted the statutory changes necessary to ensure California's eligibility for the R2T program, as well as aid in California's ability to compete for the federal stimulus funds directed at state-level longitudinal data systems. With regard to the latter, if California receives an award, it will aid in the data system development work necessary to support a culture of continuous improvement as envisioned by the report entitled, *"Framework for a Comprehensive Education Data System in California"* by McKinsey & Company. The federal stimulus funds consist of two pots: (1) the \$4.5 billion R2T fund; and (2) the \$250 million Institute of Education Sciences competitive grant program for state-level longitudinal data systems. The federal guidance indicated a number of changes needed to our statutes, which are now law with the Governor's signature on SB 19:

- Delete existing language in state law deemed by the federal government as preventing the use of pupil data in teacher assignment and evaluation.
- Provide improved clarity about system linkages between K-12 and pre-K, and between K-12 and higher education, to ensure the state longitudinal data system is P-20 comprehensive as per federal requirements.
- Authorize the use of federal stimulus funds to fund the costs of the Chief Information Officer to prepare a technical plan to link statewide information systems and education data. SB 19 also provides (a) improved clarity to the CIO about the content of the plan and (b) a four-month extension of the due date of the plan (from September 1, 2009 to January 1, 2010).
- Codify the American Recovery and Reinvestment Act to ensure the state's longitudinal data system fully complies with the 12 elements of a longitudinal data system, per federal requirements.

In December 2008, the McKinsey *"Framework for a Comprehensive Education Data System in California: Unlocking the Power of Data to Continually Improve Public Education"* (<http://www.cde.ca.gov/eo/in/pc/documents/yr08mckinsey1218.pdf>) report was issued to provide the state with a long-term implementation plan for its comprehensive education data system. The report proposes an incremental three-step process based on the state's existing work on CALPADS.

Staff Contact Annette Porini; (916) 651-4011 or Annette.porini@sen.ca.gov

Date of Hearing: September 3, 2009

ASSEMBLY COMMITTEE ON EDUCATION
Julia Brownley, Chair
SB 19 (Simitian) – As Amended: August 27, 2009

SENATE VOTE: Not Relevant

SUBJECT: Education Data

SUMMARY: Makes statutory changes, related to the collection, reporting and use of data, some of which may be necessary for California to qualify for specific one-time funding programs under the American Recovery and Reinvestment Act of 2009 (ARRA). Specifically, this bill:

- 1) Authorizes the use of federal grant funds, received pursuant to ARRA and provided for statewide data systems, to fund activities currently required of the working group created by the State Chief Information Officer (CIO) related to the creation of a strategic plan to link education data systems from K-12 and higher education.
- 2) Adds an additional issue, to include interagency agreements to facilitate the transfer of data from one segment to another and ultimately to include linkages to workforce data, to the strategic plan being created by the CIO's working group; also extends the due date for the delivery of the strategic plan by the CIO to the Legislature and Governor from September 1, 2009 to January 1, 2010.
- 3) Deletes the current requirement that data in the California Longitudinal Teacher Integrated Data Education System (CALTIDES) not be used, either solely or in conjunction with data from the California Longitudinal Pupil Achievement Data System (CALPADS), for purposes of pay, promotion, sanction, or personnel evaluation of an individual teacher or groups of teachers, or of any other employment decisions related to individual teachers; also replaces this prohibition with specific authority to use data from these systems for the stated purposes.
- 4) Provides an exception to the prohibition against the California Department of Education (CDE) requiring state and federally funded center based child care and development programs administered by the CDE to implement or maintain the unique Statewide Student Identifiers (SSID) being used in CALPADS until an appropriation for this purpose is provided, by excepting the extent to which this is required by federal law, or needed to ensure compliance with federal law.
- 5) Adds to the authority granted to the Superintendent of Public Instruction (SPI) to add data elements deemed necessary to CALPADS, with approval of the State Board of Education (SBE), to comply with the federal reporting requirements delineated in ARRA. Also specifically requires other data elements including, but not necessarily limited to:
 - a) The ability to match teachers to their pupils with the intent to correlate pupil achievement and performance with teacher preparation programs.
 - b) The ability to include evaluation data for teachers and principals.

- c) Pupils' scores on tests measuring whether pupils are prepared for a postsecondary educational institution, including, but not limited to, the California State University Early Assessment Program test.
- d) Data on the level of pupils' success in a postsecondary educational institution, including whether pupils are enrolled in remedial courses.
- e) Data on whether pupils are prepared to succeed in a postsecondary educational institution.
- f) The ability to share data from data systems at all levels, from preschool through postsecondary education, inclusive.

EXISTING LAW:

- 1) Authorizes CALPADS and requires the CDE to contract for the development of a system that will provide for the retention and analysis of longitudinal K-12 pupil achievement data on Standardized Testing and Reporting (STAR) program assessments, the high school exit examination, and English language development assessments.
- 2) Authorizes CALTIDES and requires the CDE, in collaboration with the CTC, to contract for the development of a system that will streamline processes, improve the efficiency of data collection by CDE, CTC and EDD, and improve the quality of data collected from local educational agencies and teacher preparation programs; these provisions do not specifically authorize EDD to provide workforce or wage information for individuals.
- 3) Requires CDE to establish a process by which local education agencies (LEA) issue, maintain, and report information using the unique Statewide Student Identifiers (SSID), being used in CALPADS, for state and federally funded center based child care and development programs administered by the CDE, but prohibits requiring those programs to implement or maintain the SSIDs until an appropriation for this purpose is provided.
- 4) Requires each of the three public higher education systems to establish a process by which colleges and universities within those systems issue, maintain and report information using SSIDs, and to provide an annual report to the Governor and the appropriate policy and fiscal committees of the Legislature that includes a detailed timeline for the implementation, maintenance, and use of the SSIDs.
- 5) Establishes the CIO as a cabinet-level position responsible for coordination and strategic planning in the area of information technology, and requires the CIO to convene a working group, representing the SPI, the SBE, the three systems of California public higher education, and any other governmental entities that collect, report, or use individual education data that would become part of the comprehensive educational data system, to develop a strategic plan that would provide an overall structural design for the linked data system, examine current state education data systems, and examine the interdepartmental data protocols and procedures to be used by state agencies in collecting, storing, manipulating, sharing, retrieving, and releasing data in order to enable the linking of data systems; the strategic plan is required to be delivered to the Legislature and the Governor on or before September 1, 2009.

- 6) States legislative intent to convene a staff level working group that is representative of the policy and fiscal staff of both houses of the Legislature and both parties, the Governor's office, the SPI, the Legislative Analyst's Office (LAO), and all three systems of California public higher education; requires the working group to make recommendations related to the governance of educational data, including, but not limited to, the organizational structure of the governing entity, its relationship to other agencies, the scope of its authorities and responsibilities, methods for holding the governing entity accountable, and methods for ensuring that the governing entity's work primarily serves the purposes of educational improvement at the same time as ensuring the privacy of any data under its charge.

FISCAL EFFECT: Unknown

COMMENTS: This bill in an earlier version was heard by this Committee. In that earlier version this bill made one of the six proposals now made in the bill, and proposed to authorize the use of the federal funds to cover the CIO's costs related to a working group created by SB 1298 (Simitian), Chapter 561, Statutes of 2008.

During the Committee's earlier hearing of this bill, the author noted that, "Legislation will be needed to enact the statutory changes necessary to maximize the use of the federal stimulus funds...", and raised the possibility that substantive amendments, adding content that would position the state to compete for these funds, would be made to this bill once additional guidance related to the state-level data systems grant competition was released by the federal government. The author also committed to keeping policy committee staff informed as to the development of those future amendments, and has met that commitment; in that hearing the author also stated his understanding that the Committee may ask for the bill to be re-referred for the purpose of hearing any substantive amendments made in the future. The bill has now been re-referred for this hearing. Most of the proposals in this bill have not been heard in a policy committee.

According to the author, this bill, as amended, is "intended to cover the data systems-related changes needed for the purposes of competing for federal funds." The bill now proposes to enact those statutory changes, relating to the collection, reporting and use of data in both CALPADS and CALTIDES, that are necessary, according to the author, to meet the requirements recently proposed by the United State Department of Education (USDOE) for funding under the competitive grant programs of ARRA.

One of those programs for which California may compete is the Grant Program for Statewide Longitudinal Data Systems administered by the Institute of Education Sciences (IES grant) under ARRA. Funding provided through this competitive grant program is to be used for statewide data systems that, in addition to P-12 data, also include postsecondary and workforce information. Grants will support the development and implementation of P-20 systems that have the capacity to link individual student data across time and across databases, including matching teachers to students, promote easy matching and linking of data across institutions and States, and protect privacy consistent with applicable privacy protection laws. A total of \$245 million is available nationwide, with average grant awards estimated at from \$2 to \$20 million over the lifetime of the project. The submission deadline for the Statewide Longitudinal Data Systems Grant is November 19, 2009, and grants awards are expected to be announced in May of 2010. The six proposals made in this bill, if this bill is enacted, will work to make California's application for these IES grant funds more competitive.

ARRA also includes other formula-driven and competitive grants for K-12 education. Approximately \$5 billion in one-time funding will be available nationwide across three separate competitive Race to the Top grants: 1) State Incentive Grants (herein referred to as RTTT grants), totaling over \$4 Billion nationwide; 2) State Standards and Assessments Grants, totaling approximately \$350 million; and 3) District Innovation Grants totaling approximately \$650 million. This bill also deals with some of the requirements associated with the State Incentive Grant program; the latter two grant programs are still under development by the federal government and no guidance has been released. According to the Legislative Analyst's Office (LAO), it is possible that California could qualify for between \$500 million and \$1 billion in State Incentive Grant one-time funding, depending on the number of states that apply and various other factors; however, since this grant program is competitive, it is also possible that California will receive no funding under this program.

On July 29, 2009, the United States Department of Education (USDOE) issued a notice of proposed priorities, requirements, definitions, and selection criteria for states applying for RTTT grants. Comments on this preliminary guidance was due back to the USDOE August 28, 2009, final guidance will be announced at a later date, Phase 1 of the application period will open in late calendar year 2009, and additional states will be allowed to apply in Phase 2 during the spring of 2010. Phase 1 and Phase 2 awards will be made in the spring and fall of 2010, respectively. There appears to be little difference in the requirements applied to Phase 1 versus Phase 2 applications, with one notable exception, concerning a state's adoption of a nationwide common core of academic content standards, that is ambiguously stated in the notice; this requirement should be clarified by USDOE in its final guidance. There are also no stated penalties or rewards for application in Phase 1 versus Phase 2.

The USDOE preliminary guidance proposes various requirements and criteria that will be applied to RTT grant applicants and applications. This includes two requirements and one priority necessary for eligibility, and eight administrative application requirements – all of which must be met in order for the application to qualify; this guidance also includes nineteen selection criteria that will bear on an application's competitive score, and four priorities that serve to enhance an application (only the first of these four will be reflected in an application's score). Table 1 summarizes these requirements and criteria.

TABLE 1: RTTT GRANT REQUIREMENTS AND CRITERIA

1) Eligibility Requirements

- a) Approval for second-round State Fiscal Stabilization Funding (SFSF), including meeting 33 specific data and reporting requirements
- b) No legal barriers to using student achievement data for the purposes of teachers/principal evaluation

TABLE 1: RTTT GRANT REQUIREMENTS AND CRITERIA (cont.)

2) Eligibility Priority

- a) Have a coherent and comprehensive plan for addressing four reform areas:
 - i) Standards and Assessments

- ii) Data Systems to Support Instruction
- iii) Great Teachers and Leaders
- iv) Turning Around Struggling Schools.

3) Administrative Application Requirements

- a) Approval of the Governor, Superintendent of Public Instruction, and President of the State Board of Education
- b) Describe progress to date in and have a coherent and comprehensive plan for addressing four reform areas:
 - i) Standards and Assessments
 - ii) Data Systems to Support Instruction
 - iii) Great Teachers and Leaders
 - iv) Turning Around Struggling Schools.
- c) Provide data to show whether appropriations to elementary, secondary and higher education increased or decreased from FY 2008 to FY 2009
- d) Show statewide support for the application from stakeholders and local educational agencies, including public charter schools
- e) Include a budget showing how grant funds will be expended and show that 50 percent of the funds will be provided to local educational agencies
- f) Show the state's status in terms of meeting each of the proposed selection criteria
- g) Provide a completed plan if that criterion requires a plan
- h) Submit certification from the California Attorney General that the applications descriptions, statements, and conclusions concerning state law are complete, accurate, and reasonable

4) Proposed Selection Criteria

- a) Standards and Assessments
 - i) Develop and adopt common standards
 - ii) Develop and implement common assessments
 - iii) Have a plan to support transition to enhanced standards and assessments
- b) Data Systems to Support Instruction
 - i) Intend to implement a statewide longitudinal data system that includes elements of the America COMPETES Act
 - ii) Have a plan to ensure access to and use of state data
 - iii) Have a plan to use data to improve instruction
- c) Great Teachers and Leaders
 - i) Provide alternative pathways for aspiring teachers and principals
 - ii) Have a plan to differentiate teacher and principal effectiveness based on performance
 - iii) Have a plan to ensure equitable distribution of effective teachers and principals
 - iv) Have a plan to report the effectiveness of teacher and principal preparation programs
 - v) Have a plan to provide effective support to teachers and principals
- d) Turning Around Struggling Schools
 - i) Intervene in lowest-performing schools and districts
 - ii) Increase supply of high-quality charter schools

TABLE 1: RTTT GRANT REQUIREMENTS AND CRITERIA (cont.)

- iii) Have a plan to turn around struggling schools
- e) Overall Selection Criteria
 - i) Demonstrate significant progress

- ii) Make education funding a priority
 - iii) Enlist statewide support and commitment
 - iv) Have a plan to raise achievement and close gaps
 - v) Have a plan to build strong statewide capacity to implement, scale, and sustain proposed plans
- 5) Enhancement Priorities
- a) Place special emphasis on science, technology, engineering, and mathematics
 - b) Expand Statewide Longitudinal Data Systems into special education, English language proficiency or pre-K programs, health and human services or finance
 - c) Coordinate P-20 Education by planning for improving coordination between pre-K, K-12, higher education and workforce entities
 - d) Expand School-Level Decision Making through districts providing schools with increased authority to make personnel, budget, or program decisions

Not all of the changes proposed in this bill will be necessary to meet the requirements of the RTTT grant programs summarized above. In addition, it is unclear as to whether the USDOE guidelines will change between now and the winter 2009/spring 2010 application periods, or whether the changes proposed in this bill, that are related to the RTTT requirements and criteria, would satisfy the grant reviewers that USDOE will employ to judge the applications submitted to the RTTT grant competition. It is clear that this bill proposes to enact the only statutory change necessary, according to the LAO, for California to meet the eligibility requirements of the RTTT grant program.

The six proposals made by this bill are related to:

- 1) Authorization of the use of federal funds for activities of the CIO required under SB 1298.
- 2) Expansion of the charge given to the CIO under SB 1298, and extension of a related deadline.
- 3) Repeal of a perceived prohibition on using pupil data to evaluate teachers.
- 4) Repeal of a prohibition on requiring pre-K center based programs to implement specific data requirements, to the extent that federal law so requires such data collection
- 5) Expansion of the data elements required to be collected in CALPADS.

Authorization of the use of federal funds for activities of the CIO related to SB 1298

This proposal was previously heard and passed by the Committee. According to the author at that time, "SB 19 addresses one outstanding item from last year's SB 1298 related to the state's vision for a comprehensive education data system; specifically, the requirement of the [CIO] to prepare a technical plan to link statewide information systems and education data... the bill authorizes use of the federal funds to cover the CIO's costs related to the SB 1298 linkages work group." This bill merely authorizes such a use, but does not provide the necessary expenditure authority to allow these federal funds to be so used; additional expenditure authority would be required to be granted by the Legislature in order to have the funds available to the CIO for this

purpose. This proposal relates to California's RTTT grant proposal only in that it may generally further the expansion of the state's educational data system; this action is not specifically required to meet the RTTT grant requirements and criteria.

Expansion of the charge given to the CIO under SB 1298

SB 1298 requires the CIO to convene a working group, representing the SPI, the SBE, the three systems of California public higher education, and any other governmental entities that collect, report, or use individual education data that would become part of the comprehensive educational data system. The CIO, along with this working group, is required to develop a strategic plan, to be delivered to the Legislature and the Governor on or before September 1, 2009, that would provide an overall structural design for the linked data system, examine current state education data systems, and examine the interdepartmental data protocols and procedures to be used by state agencies in collecting, storing, manipulating, sharing, retrieving, and releasing data in order to enable the linking of data systems. This group began meeting in early May.

This bill proposes to add "Include interagency agreements to facilitate the transfer of data from one segment to another and ultimately to include linkages to workforce data." to the elements required of the strategic plan. This could be interpreted as an expansion in the scope of activities with which the CIO is charged in that the CIO might interpret this as authority to require, approve or provide oversight on interagency agreements between agencies which are currently authorized to enter into such agreements. The amendment is also structured in a manner that is inconsistent with the other requirements of the strategic plan. **Committee staff recommends** that this proposal be amended to read, "Identify specific procedures and policies that would facilitate the sharing and transfer of data from one segment to another and ultimately to include linkages to workforce data." so as to be consistent with other strategic plan requirements placed on the CIO and the working group.

This bill also proposes to extend the date by which the strategic plan is to be delivered by the CIO to the Legislature and the Governor from September 1, 2009 to January 1, 2010. These proposals relate to California's RTTT grant proposal only in that they may generally further the expansion of the state's educational data system; these actions are not specifically required to meet the RTTT grant requirements and criteria.

Repeal of a perceived prohibition on using pupil data to evaluate teachers

California has no effective prohibition on the use of pupil achievement data in making performance evaluations of certificated employees. In fact, subdivision (b) of Section 44662 of the Education Code (EC) clearly states that:

- (b) The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:
- 1) The progress of pupils toward the standards established pursuant to [statute] and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.
 - 2) The instructional techniques and strategies used by the employee.
 - 3) The employee's adherence to curricular objectives.
 - 4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

However, the perception has developed that EC Section 10601.5 prevents local educational agencies (LEA) from so evaluating teachers, since that section prohibits the use of CALTIDES data, either solely or in conjunction with CALPADS data, for the purposes of any employment decision related to individual teachers. This prohibition, of course, would not prevent a LEA from using data that it possesses in its own local data systems to make such evaluations; this local data includes, in fact, the data that the LEA submits to the state and that populates both CALTIDES and CALPADS. Thus there would be no reason for a LEA to use CALTIDES and CALPADS to evaluate its own teachers; it would simply be administratively easier for a LEA to use its own data.

According to Legislative Counsel, however, in the context of the RTTT grant applications, the decision as to whether California has or does not have a prohibition or firewall against the use of pupil performance data to evaluate teachers is at the sole discretion of the U.S. Secretary of Education, Arne Duncan. Secretary Duncan has been quoted as saying that California has such a barrier and will therefore be ineligible to compete for RTTT grant funding as long as that barrier exists. This bill proposes to eliminate that prohibition and replace it with explicit authority to use CALTIDES and CALPADS data to evaluate individual teachers.

Committee staff recommends that the bill be amended so as to repeal the perceived prohibition in order to eliminate the clear barrier to eligibility that faces California's RTTT grant application, without making a statement of explicit authority. This explicit authority is unnecessary given the permissive nature of the EC and existing statute related to teacher evaluation; providing such explicit authority is redundant. Repeal of the first sentence in subdivision (c) of EC Section 10601.5 clearly removes the barrier perceived by Secretary Duncan without adding unnecessary language to statute.

Committee staff also recommends that subdivision (e) of Section 44662 of the Education Code be repealed, as questions have arisen as to whether this section acts as an additional data firewall. Subdivision (e) of EC Section 44662 reads, "(e) The evaluation and assessment of certificated employee performance pursuant to this section shall not include the use of publishers' norms established by standardized tests." This section is effectively inoperative, since this state eliminated the use of norm-referenced, standardized tests several years ago, when the criterion-referenced, California Standards Tests (CST) were substituted for norm-referenced publishers' tests in the STAR program. In addition, **Committee staff recommends** the inclusion of language clarifying that state and federal law protecting the privacy of personally identifiable data for all individuals applies to the uses of data that may occur following the repeal of this firewall.

According to the LAO, this repeal of the prohibition on the use of pupil performance data in the evaluation of teachers is the only statutory change necessary for California to make in order to meet the eligibility requirements of the RTTT grant program.

It should be noted that there are greater obstacles to any state, including California, attempting to evaluate teachers solely or primarily on the basis of pupil performance as measured by large-scale assessments; perhaps the most significant additional obstacle is the fact that most state testing systems are not designed to produce scores that clearly measure growth in individual pupil performance from year to year and/or are not designed to support high stakes decisions for individual pupils or teachers. For example, in California, even though individual STAR test

scores look the same from one year to the next and allow a relative comparison to other students in the same grade level in a given year, a student's scores are not comparable across grade levels; this means that the student, parents, and teachers can not tell if a student has improved or is achieving at a lower level from one year to the next based on the test scores that they receive. In short, we don't know whether the 520 that a student scores this year is higher, lower, or the same as the 500 that student scored in the previous grade. The primary impact of this shortcoming is that we are unable to determine whether a specific instructional program or a specific instructor actually contributed to a student's academic growth from one year to the next. As long as these comparisons over time are invalid, any conclusion about whether specific factors (e.g., programs or teachers) contributed to a student's performance in a given year will be equally invalid. In addition, California's STAR tests were not designed to be psychometrically robust enough to support high stakes decisions; in fact, the Legislature has never authorized STAR scores to be used in making high stakes decisions about an individual pupil, including decisions such as retention, promotion, or graduation.

Repeal of a prohibition on requiring pre-K center based programs to implement specific data requirements, to the extent that federal law so requires such data collection

Current law, as enacted by SB 1298 (Simitian), requires the CDE to establish a process by which LEAs issue, maintain, and report information, using the unique SSID being used in CALPADS, for state and federally funded center based child care and development programs administered by the CDE, but current law prohibits requiring those programs to implement or maintain the SSIDs until an appropriation for this purpose is provided. This bill softens that prohibition by allowing the CDE to make this requirement to the extent that it is necessary to comply with or is otherwise required by federal law.

The inclusion of the current prohibition in SB 1298 serves to limit the state's exposure to mandated cost reimbursement claims; since costs stemming from federal requirements are not reimbursable, this proposal would continue to limit the state's liability. This proposal also may make California's RTTT grant application more competitive under the enhancement criterion that calls for expansion of state longitudinal data systems to include pre-K data.

Expansion of the data elements required to be collected in CALPADS

This bill proposes to expand the scope of "other data elements deemed necessary," that may be identified by the SPI, with approval of the SBE, to be required to be retained in individual pupil records by LEAs, from those data elements necessary for compliance with the federal No Child Left Behind Act to also include those necessary for compliance with ARRA. The bill also specifies six data elements to be included as these "other data elements." While the expansion of authority for the SPI, with the approval of the SBE, to require data elements necessary for compliance with ARRA allows that state to fully adapt to the new requirements specified in ARRA, the addition of specific data elements to statutory language that already provides full authority to administratively add any "other data elements deemed necessary" is redundant and unnecessary. **Committee staff recommends** that the six data elements proposed to be specified under paragraph (5) of subdivision (e) of EC Section 60900 be deleted, and that the full authority granted to the SPI and SBE to include any data elements deemed necessary be retained. Current law, amended to expand to compliance with ARRA, will allow the state to include any data elements necessary to compete for a RTTT grant. **Committee staff also recommends** requiring the SPI to submit an expenditure plan, detailing any state operations and local education agency

costs, to the Department of Finance prior to any additional data elements being deemed necessary under this authority, and in turn requiring the Department of Finance to notify the Joint Legislative Budget Committee within 10 days of receipt of the expenditure plan; in this way both the administration and the Legislature will be aware of any cost implications associated with expansion of the data elements in this system.

Requirement that EDD provide workforce wage data on teachers to the CTC

SB 1614 (Simitian), Chapter 840, Statutes of 2006, requires the development of CALTIDES to serve as a central state repository of information on the teacher workforce. CALTIDES was created to enable the analysis of workforce trends, including mobility, retention, attrition, evaluation of teacher preparation programs, and monitoring of teacher assignments by consolidating data that was already collected by state agencies, including CDE and EDD, and county offices of education and districts. The data sharing necessary to populate CALTIDES has been hampered by the lack of explicit authority for EDD to provide individual wage record information on certificated staff; this bill proposes to require EDD to provide that data to the CTC.

This proposal relates to California's RTTT grant proposal only in that it may generally further the expansion of the state's educational data system; this action is not specifically required to meet the RTTT grant requirements and criteria.

As a general note, **Committee staff also recommends** technical amendments suggested by the Legislative Counsel to avoid ambiguity when using the word "system" to refer to either the California Education Information System or CALTIDES.

Previous and related legislation: SB 1 X5 (Romero), pending in the Senate, proposes language similar to the language in this bill repealing the perceived prohibition on using pupil data to evaluate teachers; that bill also makes additional proposals. SB 2 X5 (Simitian), also pending in the Senate, is substantially similar to this bill. SB 1298 (Simitian), Chapter 561, Statutes of 2008, establishes processes by which local education agencies and public institutions of higher education issue, maintain, and report information using the unique statewide student identifiers required under current law. SB 1614 (Simitian), Chapter 840, Statutes of 2006, requires the development of CALTIDES to serve as a central state repository of information on the teacher workforce, and specifies that the California Education Information System include CALPADS, which maintains pupil data, and CBEDS, an annual collection of aggregate student and staff data. SB 1453 (Alpert), Chapter 1002, Statutes of 2002, authorizes the longitudinal data system in its current form, and specifies that the system be known as CALPADS. SB 90 (Committee on the Budget), Chapter 183, Statutes of 2007, Makes statutory changes necessary to implement the 2007-08 state Budget relating to the CIO and the OISPP. SB 834 (Figueroa), Chapter 533, Statutes of 2006, makes the statutory changes necessary to reflect the Governors Reorganization Plan 2, which became effective July 9, 2005, and creates the Office of CIO in state government.

REGISTERED SUPPORT / OPPOSITION:

Support

Advancement Project
Bay Area Council

California School Boards Association
Children Now
Fight Crime: Invest in Kids
League of Women Voters of California
Preschool California
Regional Economic Association Leaders (R.E.A.L.) Coalition
The Education Trust-West

Opposition

None on file

Analysis Prepared by: Gerald Shelton / ED. / (916) 319-2087

Appendix C1.II

Status of America COMPETES Elements

Status of America COMPETES Elements			
America COMPETES Element	Status	Statewide Longitudinal System	Interim System
Unique statewide student identifier.	Yes	Available PreK-12 through CALPADS	State-funded Cal-PASS system provides postsecondary linkages.
Student level enrollment, demographic, and program participation information.	Yes	Available PreK-12 through CALPADS	State-funded Cal-PASS system provides postsecondary linkages.
Student-level information about exit, transfer in/out, dropout or program completion.	Yes	Available PreK-12 through CALPADS	CALPADS currently issues Pre-K SSIDs upon request.
The capacity to communicate with higher education data systems.	Yes	CALPADS linked with Higher Education systems by 2012	State-funded Cal-PASS system provides link to institutions of higher education.
Audit system assessing data quality, validity, and reliability.	No	An audit system is under development.	LEAs participate in data quality improvement programs with the American Productivity and Quality Center (APQC) to develop process for participating LEAs.
Student-level annual test records.	Yes	Available K-12 through CALPADS	Currently available; no interim system needed
Information on students not tested, by grade and subject.	Yes	Available K-12 through CALPADS	Currently available; no interim system needed
Teacher identification system that can match teachers to students.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system

Status of America COMPETES Elements			
America COMPETES Element	Status	Statewide Longitudinal System	Interim System
Student-level transcript information on courses completed and grades earned.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system
Student-level college readiness test scores.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system
Student transition from secondary to post-secondary.	Yes	CALPADS linked with Higher Education systems by 2012	Provided by State-funded Cal-PASS system
Other information necessary to address alignment and adequate preparation for success in post-secondary education.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system

California Longitudinal Pupil Achievement Data System (CALPADS)

A system that allows for tracking a student's academic performance over time.

[CALPADS Home](#) | [Current Update](#) | [Project Milestones](#) | [System Documentation](#) | [CALPADS Calendar](#)
[Data Requirements Changes](#) | [Statewide Student Identifier \(SSID\)](#) | [Frequently Asked Questions \(FAQ\)](#)
[Legislation](#) | [Advisory Committees](#) | [Local Educational Agencies \(LEA\) Funding](#) | [Charter Schools](#)
[Release Updates](#) | [Correspondence](#) | [Newsletters](#) | [Listserves](#) | [Contacts](#)

Background/History

The cornerstone for compliance with federal law, as delineated in the No Child Left Behind (NCLB) Act of 2001, is increased accountability for student achievement. Schools must be able to show adequate yearly progress (AYP) in academic achievement and increases in graduation rates. California has adopted rigorous academic standards and developed assessments to track whether students are achieving the standards set for them. To fully comply with federal accountability requirements, however, California must be able to track individual student enrollment history and achievement data over time.

To enable California to meet the federal requirements, *Education Code (EC)* sections 49084 and 60900 were enacted in September 2002 to require: (1) the assignment of a Statewide Student Identifier (SSID) as an individual, yet non-personally identifiable number to each K-12 student enrolled in a California public school; and (2) the establishment of the California Longitudinal Pupil Achievement Data System (CALPADS) that includes statewide assessment data, enrollment data, teacher assignment data, and other elements required to meet federal NCLB reporting requirements. In 2006, Senate Bill 1614 was also enacted establishing the California Longitudinal Teacher Integrated Data Education System (CALTIDES) to facilitate teacher assignment monitoring through automation and enable monitoring of Highly Qualified Teacher requirements under NCLB.

CALPADS-CALTIDES will be the foundation of California's K-12 education data system, enabling the migration from the current numerous aggregate data collections to a flexible system based on quality student- and teacher-level data. CALPADS will include student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. CALPADS will also include teacher assignment data, and will be linked to teacher credential and authorization data in CALTIDES that is sourced from the Commission on Teacher Credentialing. The student-level, longitudinal data in CALPADS will facilitate program evaluation, assessment of student achievement over time, the calculation of more accurate dropout and graduation rates, the efficient creation of reports to meet state and federal reporting requirements, and the ability to create ad hoc reports and respond to questions. CALPADS provides local educational agencies (LEAs) access to longitudinal data and reports on their own students, and immediate access to information on new students enabling them to place students appropriately and to determine whether any assessments are necessary.

For the purposes of administering the requirements of SB 1453 and NCLB, the CDE shall treat independently reporting charter schools acting as their own LEA, as an LEA. Charter schools electing to report CALPADS data independent of the authorizing LEA shall be accountable for meeting all of the reporting requirements of an individual LEA.

In order to meet the requirements of *EC* Section 60900, LEAs shall retain and report to CALPADS individual pupil and staff records, including:

- Statewide Student Identifier (SSID) data
- Student enrollment and exit data
- All necessary data to produce required graduation and dropout rates
- Demographic data
- Data necessary to comply with the No Child Left Behind Act
- Other data elements deemed necessary by the Superintendent of Public Instruction, with approval of the State Board of Education, to comply with the federal reporting requirements delineated in the No Child Left Behind Act of 2001 (P.L. 107-110), and after review and comment by the convened advisory board

LEA maintenance of individual SSIDs includes the accurate and timely reporting of demographic, program, local student enrollment and exit data to CALPADS, and the timely resolution of SSID anomalies with other LEAs.

Failure to comply with state law by not meeting CALPADS reporting requirements may result in zero enrollment counts for official state and federal reports as well as zero enrollment counts posted publicly on official web sites. In addition, zero enrollment counts will result in a loss of any funding based on official enrollment.

In accordance with student data reporting requirements in state law, the (insert "district office" or "charter school office")

maintains and submits student data to the CDE CALPADS. All CALPADS data are maintained in compliance with state and federal privacy laws. Each LEA or independently reporting charter school has a designated LEA CALPADS administrator who is responsible for controlling local access to CALPADS.

Consistent with *EC* Section 49069, parents and legal guardians have the right to access any and all pupil records related to their children that are maintained by school districts. The CDE makes student data in CALPADS available for parental or legal guardian inspection through the LEA or independently reporting charter school where the student is enrolled. Contact the (insert "district office" or "charter school office") to initiate this procedure.

Questions: CALPADS Operations Office | calpads@cde.ca.gov | 916-324-6738

**California Department of Education
1430 N Street
Sacramento, CA 95814**

Last Reviewed: Monday, October 12, 2009

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

Source: State of California State Application Accountability Workbook 8th Submission. September 4, 2009. Pages 57–59.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The CDE is able to calculate participation rates because it requires that a SAD be completed for each student in the grades to be assessed, including students who do not take the assessment.

Participation rates for AYP purposes will be calculated by dividing the number of students tested by the number of students enrolled on the first day of testing. Standard rounding rules will be applied in the calculation of participation rates. These rates will be calculated for ELA and mathematics separately. An LEA, school, or a numerically significant subgroup must have a participation rate of 95 percent or greater in order for an LEA, school, or a numerically significant subgroup to make AYP.

In order to comply with the requirements of NCLB, for STAR the number of students enrolled on the first day of testing will include students who have been excluded from testing at the request of parents or guardians. This is contrary to past State practice in which these students were subtracted from the denominator in calculating participation rates. The right for a parent or guardian to request that a student be excused from STAR is recognized by California EC Section 60615. There are no similar provisions for student exclusions on the CAHSEE. Students participating in the CAPA will be included in both the numerator and denominator.

California will consider all students who have sat for the assessment as participants. This includes students who failed to respond to enough items to generate a result. In testing parlance, these students are termed "did not attempts." For accountability purposes, these latter students will be considered to be in the lowest performance level, i.e., "far below basic" and therefore as not proficient.

Calculating participation rates for small schools/LEAs presents two major challenges:

1. Because of small numbers of students, these rates are subject to extreme fluctuation.
2. A small school or LEA in effect has to exceed the 95 percent requirement since it is arithmetically impossible to achieve precisely a 95 percent participation rate. For example, a school with 50 students would actually have to achieve a 96 percent participation rate.

Assistant Secretary Simon addressed these issues in his letter to the Chief State School Officers on May 19, 2004, and his letter to California on July 23, 2004. These letters linked the requirement for calculating the participation rate to the minimum size of the student subgroup. In California, to be considered numerically significant, a student subgroup must consist of at least 50 students who constitute 15 percent of the students in the grades assessed. A student subgroup of 100 or more students is considered significant even if it does not constitute 15 percent of the total number of students.

Consistent with the flexibility outlined in the letters from Assistant Secretary Simon, California will:

- Not calculate participation rates for schools/LEAs with less than 50 students eligible for testing, the lower boundary of California's formula for calculating whether student subgroups are numerically significant or not.
- Round the participation rate up to the nearest whole number for schools/LEAs or student subgroups with between 51 and 99 students eligible for testing.
- Set a maximum of three non-tested students for schools/LEAs or student subgroups with precisely 50 students. (Otherwise, such a school or LEA would be held to a more rigorous criterion than a school or LEA with 51 students.)

Also, California elects to exercise the flexibility offered by Assistant Secretary Simon on May 19, 2004, and average school/LEA and subgroup participation rates for two or three years beginning in 2004. In its averaging methodology, California will aggregate participation data from two or three years and then apply the same procedures as it would for evaluating data from one year.

For schools/LEAs and student subgroups with 100 or more students enrolled in the grades tested, California will employ standard rounding rules, as indicated above.

Supporting Evidence:

- [California Education Code Section 60615 that describes the allowance for parental waivers to excuse students from the STAR Program](#)

2.3.3 Teacher Assignment and Highly Qualified Teacher Status

Introduction

Specific data elements identify teachers teaching course sections and whether those teachers are highly qualified to teach the given course sections. See Section 3.6 in this guide, Highly Qualified Teachers, for a full explanation of how these elements are used for HQT reporting and what reports must be certified.

Teacher assignment data elements

The data elements related to teacher assignment include:

Field #	Data Element Public Name	Comment
9.16	SEID (Statewide Educator Identifier)	For each course section, LEAs must provide a SEID for the teacher teaching the given course section. For more information about SEIDs, see the section on SEIDs in Chapter 1 of this guide.
9.17	Local Staff ID	This element is a unique identifier assigned to a staff member by the LEA. This element is used for local reference only.
9.07	CRS-State Course Code	Accurate mapping of a given local course to the State Course Code is important, because CALTIDES will determine whether teachers are appropriately assigned based on their credentials and the State Course Code.
9.25	Multiple Teacher Code	The code values for this data element are (see the CALPADS Code Set, Multiple Teacher Instruction Strategy Category): <ul style="list-style-type: none"> • Team teaching. • Job sharing. For course sections that are team taught or shared, LEAs should provide SEIDs for every teacher.
9.11	CRS-NLCB Core Course Instructional Level Code	This code specifies whether a given course section is an NCLB core course, and, if it is, whether it is at the elementary or secondary level. This element is required to determine whether information on a given teacher's HQT status must be submitted. If a course is an NCLB core course, the LEA must report how the teacher meets HQT requirements.
9.28	HQT Competency Code	For all teachers teaching NCLB core course sections, LEAs must indicate whether the teachers are highly qualified to teach the courses, and by which of the following options (see the CALPADS Code Set, Content Area Competency Category): <ul style="list-style-type: none"> • Exam. • Coursework. • Advanced Certification. • High Objective Uniform State Standard Evaluation (HOUSSE). • Verification Process for Special Settings (VPSS). • None. See Section 3.6 in this guide, Highly Qualified Teachers, for a full explanation of the data elements required for HQT reporting.

Continued on next page

2.3.3 Teacher Assignment and Highly Qualified Teacher Status, Continued

What reports must LEAs certify and when?

LEAs are not required to certify any specific teacher assignment reports. LEAs are, however, required to certify the following Highly Qualified Teacher report:

Submission	Census Day*	Snapshot Collection Window	Field #	Name of Report
Fall 2	Fall	Fall Census Day – Mid-December	3.4	NCLB Core Course Section Compliance – Count by Content Area

***Fall Census Day** is the first Wednesday in October.

See Section 3.6 in this guide, Highly Qualified Teachers, for more information on how course data are used to create NCLB reports.

What detailed data will LEAs have to help them certify the reports?

While there are no certification reports specifically for teacher assignment data, LEAs may view the following report if they wish:

Field #	Name of Report
4.3	Staff Teaching Assignments – Detail

Multiple teacher assignments (job sharing and team teaching)

Job sharing and team teaching are handled through the Course Section record in a data element named Multiple Teacher Code. When a given class is reported as having multiple teachers assigned, the CALPADS system requires the reporting of more than one course section record. The CALPADS system will produce errors if only one record is reported in this situation.

For multiple teacher assignments, districts must submit course section records for all teachers involved in the multiple teacher assignments. In these situations:

- The class ID should be the same in all course section records.
- Each course record will reflect the SEID of each teacher participating in the multiple teacher assignment.
- The multiple teacher code in all records should reflect the appropriate multiple teacher assignment type (in the Multiple Teacher Code data element).

Continued on next page

2.3.3 Teacher Assignment and Highly Qualified Teacher Status, Continued

Develop separate course sections for each NCLB core subject taught within a secondary self-contained class

Due to the NCLB reporting requirements for highly qualified teachers:

In the cases of secondary self-contained classes, LEAs need to establish separate course sections for each of the subject areas taught within those classes, as well as establish whether the teachers are HQT for the subject areas being taught in the given course sections. The local course names and codes for each course section will be different, but both course sections will be associated with the same class. For more details on HQT, see the Highly Qualified Teachers section in Chapter 3 of this guide.

Appendix C1.III

CALPADS and CALTIDES Update

CALPADS Update

- All K-12 California public school students have an SSID
- LEAs *may* request and receive SSID for students enrolled in district operated state-funded child development programs; LEAs *may* request SSIDs for students in district operated adult education programs
- SSIDs are included on CAHSEE, CELDT and STAR answer documents
- Enrollment, graduation and dropout counts calculated using SSIDs
- IBM currently on schedule for CALPADS implementation in Fall 2009
- CALPADS budget is currently secure
- Ongoing funding for school districts to provide quality data proposed again

Data in CALPADS (individual level)

- Statewide Student Identifier (SSID)
- Demographic data (gender, DOB, race/ethnicity, primary language)
- Program participation data (special education, migrant, GATE, etc.)
- English learner status
- Grade level
- Enrollment status
- Course enrollment and completion (including grades)
- Discipline data required by NCLB (suspension, expulsion, truancy)
- Teacher assignment by course
- Statewide Educator Identifier (SEID)
- Assessment data (CAHSEE, CELDT, STAR) provided by test vendors

Records Transfer

- Transfer of complete student transcripts is a separate effort
- CALPADS data will be available to schools immediately for newly enrolled students (such as assessment scores, special education status, courses etc.)

CALTIDES Update

- Statewide Educator Identifiers (SEIDs) being distributed to county offices in March 2008 by CTC
- School districts will report SEIDs as part of CALPADS
- CDE will obtain credential information from CTC
- CALTIDES implementation in school year 2010-2011

Appendix C2.I

Performance Measures for Monitoring Performance and Progress of Key Activities

Proposed Measures	State	District	School	Class
The Academic Performance Index	X	X	X	
Adequate Yearly Progress overall % Proficient/Advanced	X	X		
CST/CMA % Proficient/Advanced in English-Language Arts	X	X	X	X
3rd Grade CST/CMA % Proficient/Advanced in English-Language Arts	X	X	X	
5th Grade CST/CMA % Proficient/Advanced in English-Language Arts	X	X	X	
8th Grade CST/CMA % Proficient/Advanced in English-Language Arts	X	X	X	
10th Grade CST/CMA % Proficient/Advanced in English-Language Arts	X	X	X	
CST/CMA % Proficient/Advanced in Mathematics	X	X	X	X
3rd Grade CST/CMA % Proficient/Advanced in Mathematics	X	X	X	
5th Grade CST/CMA % Proficient/Advanced in Mathematics	X	X	X	
8th Grade CST/CMA % Tested and % Proficient/Advanced in Algebra I	X	X	X	
10th Grade CST/CMA % Tested and % Proficient/Advanced in Algebra 2/High School Summative Mathematics	X	X	X	
10th Grade CAHSEE 1st time passing rate in English-Language Arts	X	X	X	X
10th Grade CAHSEE 1st time passing rate in Mathematics	X	X	X	X

Proposed Measures	State	District	School	Class
% of students attending 95%+ of days enrolled		X	X	X
Suspension: Incidences per 100 students		X	X	X
% of teachers with absenteeism rate less than 5%		X	X	
Annual Per Pupil Expenditures	X	X	X	
District Annual General Fund Reserve	X	X	X	
Computer to Student ratio	X	X	X	
Grade K-6 Teacher to Student Ratio	X	X	X	
Grade 7-8 Teacher to Student Ratio	X	X	X	
Grade 9-12 Teacher to Student Ratio	X	X	X	
California Healthy Kids Survey engagement questions		X	X	
A-G Participation	X	X	X	
Advanced Placement Participation and Success	X	X	X	
Formative Assessments		X	X	X
Interim Assessments		X	X	X
Parent Family Survey Question About Safety/Engagement		X	X	
CELDT Data	X	X	X	
EL CELDT Formative Assessment Data		X	X	X
% of Students in Special Education in the least restrictive environment	X	X	X	
EL Redesignation Rate	X	X	X	
% Average Daily Attendance		X	X	X
% Highly Qualified Teachers		X	X	
% Fully Credentialed		X	X	
College Admissions		X	X	
Graduation Rate		X	X	
SAT/ACT Tested		X	X	
EAP English Tested	X	X	X	

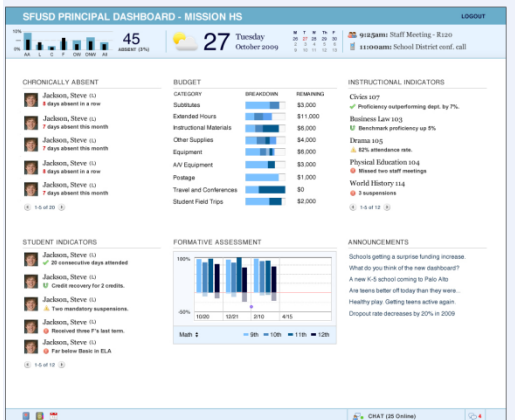
Proposed Measures	State	District	School	Class
EAP English Exemption Rate	X	X	X	
EAP Math Tested	X	X	X	
EAP Math Exemption Rate	X	X	X	
8th Grade Geometry Participation	X	X	X	
AP Success Rates	X	X	X	
Student Grades		X	X	
SAT, ACT, PSAT, PLAN College Readiness Scores		X	X	

Appendix C2.II

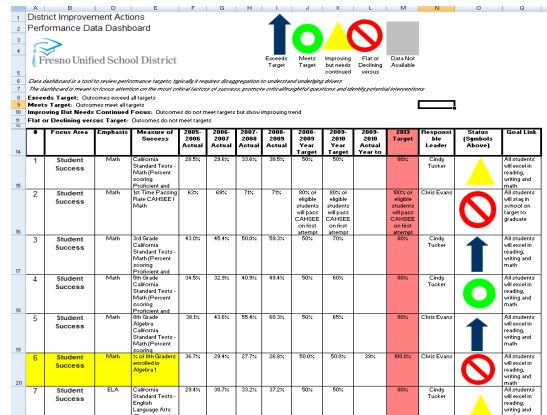
District Dashboard Model Examples

Dashboards (6 Districts-School Report Card from Los Angeles in Attachment)

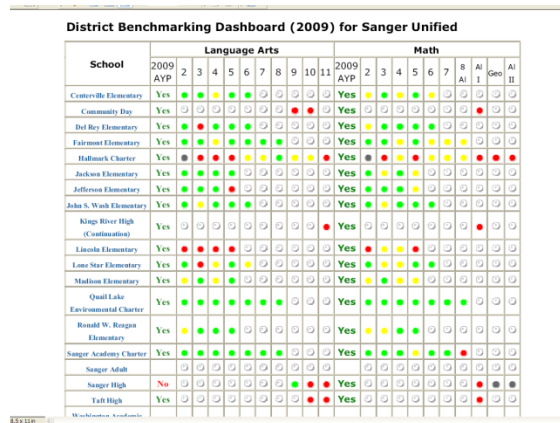
San Francisco Unified School Dashboard



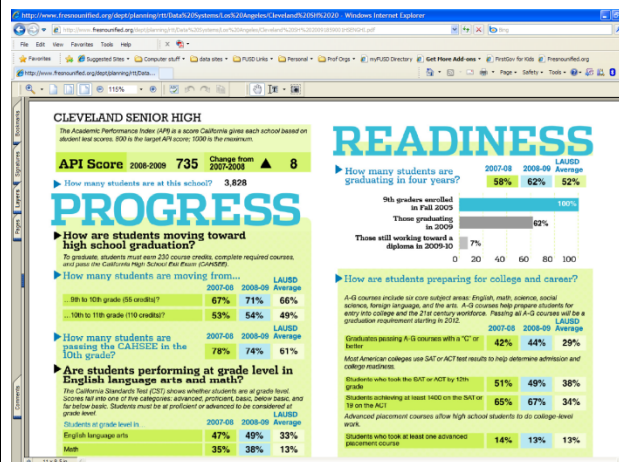
Fresno Unified District Dashboard



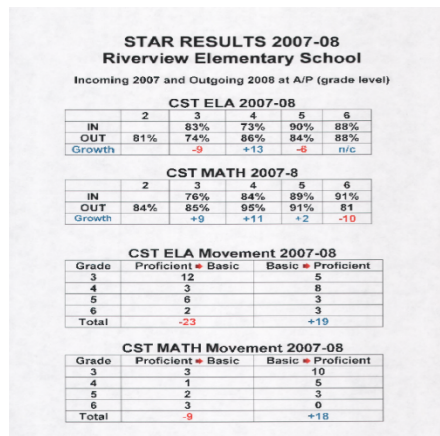
Sanger Unified District Dashboard Summary of Schools



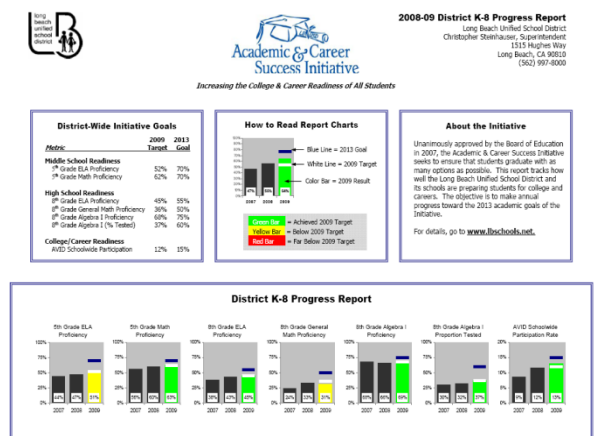
Los Angeles Unified School Report Card



Clovis Unified School Accountability Report



Long Beach Unified Dashboard



Dashboard Guiding Principles (San Francisco USD)

Overview

For the first time in human history, the ability to analyze data is constrained more by the power and ease-of-use of analysis tools than by the availability of relevant data. SFUSD is developing dashboards to help principals on a daily basis make sense of the copious, real-time data to which they have access.

Dashboards provide ongoing decision-making support in schools. They offer principals:

- a high-level overview of the health of a school
- data to support real-time, evidence-based tactical decision-making in schools
- a starting point for in-depth strategic data inquiry using existing analysis tools

Our ultimate goal is to foster positive institutional reform by cultivating a culture of *kaizen*, the Japanese philosophy of continuous improvement, throughout the district. Data dashboards move SFUSD closer to *kaizen* by supporting evidence-based decision-making in two fundamental ways:

1. Ongoing tactical support for individuals. Individual principals and support staff must make a number of quick decisions throughout each day. Dashboards support those decisions with data by providing:
 - a. summaries of several key performance indicators and
 - b. real-time identification of urgent problems.
2. On-demand strategic support for Professional Learning Communities (PLCs). PLCs, small study groups working toward a common goal through structured, rigorous evidence-based inquiry cycles, are the vehicles through which *kaizen* is implemented.

In addition to providing access to data tools and resources, dashboards will serve as an important catalyst for change in two key areas of data management:

- Data governance. Evidence-based decision-making is possible to the extent that (a) relevant supporting data is available, and (b) data consumers have confidence in the quality of that data. Data governance suggests a structure by which individual data sets are explicitly assigned owners who are responsible for developing the processes and tools to support the collection of highly accurate and relevant data.
- Data warehousing. To successfully implement dashboards, we must have the ability to collect and share data from a variety of disparate sources. A properly implemented data warehouse will enable platform-independent integration with external tools through standards-based interfaces.

While we as a district have not been successful in driving change in these areas to date, dashboards provide a context in which the need for this sort of change is immediately apparent, providing a compelling context for senior district leadership to move forward with implementation.

Design Philosophy

Our aim is to produce a tool that principals use daily because they *want* to, rather than because they're told to do so. To realize this goal, we plan to differentiate ourselves from existing tools through the following design philosophies.

Relevance

Integrate into and support the daily life of a principal. Incorporate a range of information sources and interactive tools, rather than focusing exclusively on school data.

Personalization

Enable each principal to easily customize her dashboard with the look-and-feel and content she prefers.

Do One Thing Well

Build upon existing investments, such as data analysis tools, by creating gadgets that leverage, extend, and link back to them. Focus dashboard development efforts on dashboards and dashboards only.

Open Interfaces

Empower sites and departments to innovate by exposing an API to the dashboard that allows anyone to create new gadgets and integrate them into the dashboard. Use standardized interfaces where possible.

Target Audience

For our initial implementation, we have chosen to focus on **high school principals** for the following reasons.

Need

Principals in general face tremendous time constraints that severely limit the frequency and duration of interactions with data. As such, they need an overview of their school's status that is highly relevant, focused, and intuitive to use. This need is most acute for high school principals, whose schools tend to be significantly larger and more complex to run than schools in other divisions.

Abundance

Quantitative data is most abundant at the high school level, as data recorded (e.g. standardized tests, dropouts, graduation requirements, disciplinary issues, etc.) is predominantly for high school students.

Interest

The data that high school principals need to monitor is highly politicized and under substantial public scrutiny. Highlighting these data sets is more likely to attract greater interest and attention from general audiences.

Development Process

Our development process follows agile programming methodologies and models the evidence-based inquiry processes we are working to promote throughout the district. Through a rapid series of iterative, inquiry cycles, we collect user feedback about each feature as—or even before—it is developed. Our approach is:

- **Iterative.** We repeat the inquiry process on a frequent, ongoing basis to reduce cost and improve quality. The cost of a change increases exponentially as a project progresses. That is, the least expensive time to alter a feature is during the conceptual design phase, as (1) relatively little work has been done on each feature, and (2) the overall interface hasn't been designed to depend on any given feature. Post-implementation, on the other

end of the spectrum, is the most expensive time to make changes, as by that point there has been a significant investment in the concept generation, graphical user interface (GUI) design, functional specification draft, software implementation, integration with other systems, and possibly user training. An iterative process allows us to collect and learn from end-user feedback and adapt the product before we have invested much in a flawed system design, enabling us to focus on features that matter most to users.

- **Incremental.** With each iteration, we will strive to add a minimal amount of functionality possible to receive useful user feedback. In doing so, we will enable users to provide feedback that is highly focused and unobstructed by unrelated usability barriers. Additionally, we will "fail fast", identifying ineffective features before investing much in their implementation.
- **Evidence-based.** User feedback will drive (though not dictate) our development efforts. There is no audience who understands user needs better than our users themselves, and we will rely on them heavily to provide feedback as to the usefulness of the tools we develop. We will follow a rigorous process to receive hands-on, undirected insights into user needs, assumptions, and habits that will objectively inform our adaptive and agile approach to development.

We will need to work with the SFUSD IT Department to promote open, standardized, well-documented data interfaces. One positive side effect of this approach will be to enable innovation at the user interface level across a variety of applications outside of the dashboard, as it will empower individual, site, or department-level innovators to easily integrate with centralized data systems.

User Needs

Principals and other staff directly consuming data are best positioned to inform development efforts of the tools they would potentially use. As such, we conducted one- and two-hour one-on-one interviews (sometimes several times following design iterations) with each of the following SFUSD administrators:

- Matt Alexander, Principal of June Jordan School for Equity
- Richard Carranza, Deputy Superintendent of Instruction, Innovation, and Social Justice and past principal in Clark County School District
- Margaret Chiu, Assistant Superintendent of High Schools and past principal in SFUSD
- Rick Duber, Principal of O'Connell High School
- Zoe Duskin, Assistant Principal of Galileo High School
- Jan Link, Supervisor, Accountability Office
- Patricia Grey, Executive Director of Principal Leadership and Equity Initiative and recent Principal of Balboa High School
- Eric Guthertz, Principal of Mission High School
- Reeta Madhavan, Director of Budget Services
- Barnaby Payne, Principal of Lincoln High School
- Michael Reimer, Principal of Roosevelt Middle School and recent Assistant Principal of Wallenberg High School
- Bill Sanderson, Supervisor, Secondary Programs, Academics and Professional Development

- Janet Schulze, Executive Director, Alternative Support Programs and recent Principal of O'Connell School of Technology
- Carmelo Sgarlato, Principal of School of the Arts and Academy of Arts and Sciences
- Kevin Truitt, Associate Superintendent of Leadership, Equity, Access, and Design and recent Principal of Mission High School
- Aurora Wood, Education Policy Analyst in Research, Planning, and Accountability

Data Priorities

Based on these conversations, we identified the following data priorities.

1. **Student attendance.** In every interview we conducted, student attendance was mentioned first as a top data priority. Principals want access to student attendance data as soon as it's available—if possible, in real-time—so that they can act on it immediately to do whatever is necessary to ensure students are in class as much as possible. Additionally, principals want to easily identify students who have been absent for two or more consecutive days.
2. **Off- and on-track students.** Principals consistently viewed several measurements as binary "red flags". When they asked for reports of students who fail to meet certain criteria (as well as their ethnicity), we asked whether they would be interested in a report that combined several of these measurements, much like the "on-track indicators" developed by Chicago Public Schools. Principals liked the idea but wanted the ability to customize the measurements and thresholds that are used to flag students. SFUSD's research department should provide guidance around thresholds that correlate most strongly to student performance. Data suggested for creating on-track criteria include:
 - a. Student referrals (internal and external), detentions, and suspensions. Excessive truancy and disruptive behavior are strong signals to principals that an intervention of some sort may be urgently needed.
 - b. Student GPA. Unlike standardized test scores, which are available only once or twice annually, teachers regularly record student homework and test scores. As such, GPA is the only measure of academic performance relevant to ongoing monitoring efforts.
 - c. Credit accumulation / A through G requirements. These are the requirements for admission to universities in the University of California system. At present, students may graduate from SFUSD without meeting these, but high performing schools promoting a college-going culture. View as credits attempted vs. credits earned.
 - d. Benchmark exams, end-of-chapter tests, and weekly progress reports.
 - e. Student absences.
 - f. CAHSEE.
3. **Budget remaining.** Schools undertake an elaborate process to reconcile their own records against what the Central Office provides. The reports they can receive, which are several weeks behind their internal records, are delivered in a static, read-only PDF format. Principals focus on just a few line items in the budget, such as supplies, equipment, and field trips.
4. **Instructional indicators.** Identify classrooms that are performing significantly below or above expected standards. Like off/on-track student indicators, this measurement may be

a combination of several data thresholds. Data used to evaluate performance may include:

- a. Student referrals (by subgroup).
 - b. Pattern of teacher absences.
 - c. Student grades. % A's, B's, C's, D's, F's (e.g. > 25%).
 - d. Student tardiness and absenteeism.
5. **Formative/benchmark assessments.** Formative assessments are standards-aligned and represent the academic strength of the students. Principals want to correlate results to practices. Relevant data sets include:
- a. CAHSEE
 - b. SAT/PSAT
 - c. CST scores
 - d. The Equity and Access Matrix
 - e. Six-week interim tests
 - f. Summative curriculum tests. (End of unit)
 - g. Teacher-made assessments. Make sure these are being implemented regularly.
6. **Teacher attendance.** Principals want to make sure substitute teachers are present and able to teach, which requires that they know where to find substitutes at all times (that is, in which classrooms they are teaching).

Alignment with the Strategic Plan

Ensuring alignment with the district-wide strategic plan is of paramount importance. Many of the data described in the sections above are listed in many schools' balanced scorecards (which themselves describe how each school's actions are aligned with the district's strategic plan). However, explicitly grouping gadgets by the strategic goal with which they are aligned would have the unintended effect of overriding individual user preferences for gadget layout. Rather, we will plan to label gadgets in some way, e.g. by the color of their border, to indicate the strategic plan goal with which they are associated. Users would explicitly categorize the views by strategic plan goal when configuring their dashboards.

Personal Preferences

Principals indicated they would prefer an interface that gives them the ability to add or remove the content that they find the most interesting and relevant. They also said they want the ability to relocate gadgets on their dashboards.

Aside from traditional data sets, principals requested information from other sources, including:

- Calendar information, including a variety of events, such as personal, academic, athletic, clubs, IEPs), upcoming deadlines
- Critical updates from superintendents
- Quick links to frequently used tools, such as Data Director and Outlook.

Additionally, following are examples of the sites principals indicated they use on a daily or weekly basis:

General Information

- San Francisco Chronicle (<http://www.SFGate.com>)
- The New York Times (<http://www.nytimes.com>)
- Google Maps (<http://maps.google.com>)

- Weather this week (<http://www.accuweather.com/us/ca/san-francisco/94102/city-weather-forecast.asp>)

Education Research and News

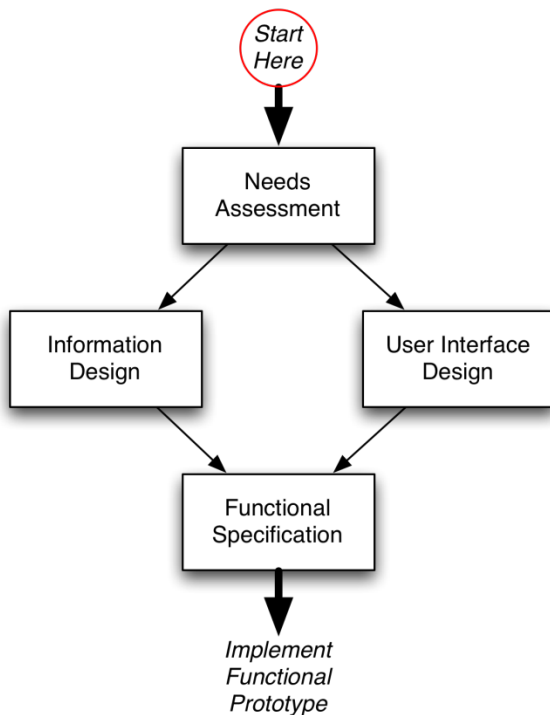
- ASCD SmartBrief (<http://www.smartbrief.com/ascd/>)
- PEN Weekly News Blast—weekly, more in-depth, research-based than ASCD (http://www.publiceducation.org/newsblast_current.asp)
- SFGate: Education (<http://www.sfgate.com/education/>)
- This Week in Education
- EdSource Policy Updates (http://www.edsource.org/iss_fin_news.html)

SFUSD-Specific

- District web site (for forms and department contact info)
- Staff directory
- School- and district-level academic and administrative calendars.
- Pre-built or bookmarked reports on data updated quarterly to annually, including:
 - CST scores
 - CAHSEE scores
 - Family satisfaction surveys
 - Teacher satisfaction surveys
- Various technology systems, such as:
 - PeopleSoft / HR
 - Student Information System

Project Breakdown

We can view the project as several subprojects: needs assessment, information design, user interface design, and functional specification. The subprojects depend on each other as depicted in the following diagram:



Milestone and final deliverables from each of these components will be validated by groups of principals who have agreed to participate in regular usability studies. Principals will provide feedback on different projects at various stages. The various stages the project will follow are described more comprehensively in the Implementation Plan.

An overview of the goals associated with each subproject follows.

Needs Assessment

Understand the principal's perspective as to which content she finds most valuable and relevant. For example:

- Web sites she visits frequently (and why)
- News or other information sources she frequently consults
- Questions she asks on a daily or weekly basis
- How she evaluates the "health" of the school on an ongoing basis
- Questions she would like to ask but doesn't know how to answer
- Frequency with which she analyzes data
- Sources of data she analyzes
- Tools she uses to conduct data analysis
- Forum in which she shares or presents the analysis

Information Design

Create mockup visualizations of individual data sets identified during the needs assessment. Visualizations must be useful, intuitive, and relevant to principals. They should be presented in the context of a question or set of questions that a principal would ask.

Visualizations may be static, displaying the same view across all users and context, or they may be dynamic, varying the data view in response to variables such as date, trend identified, or user permissions.

Several visualizations will be presented on any given screen. As such, each visualization is designed as a standalone "gadget" that provides compact access to a data set and easily integrates into a larger interface that contains many other gadgets.

Members of the information design team need to interact with principals and Research, Planning, and Accountability (RPA) department staff to validate the presentation's accuracy and ease of comprehension. Ideally, RPA staff are present at principal usability studies to observe and help inform conclusions.

User Interface Design

Create mockups of a graphical interface for a gadget container. Ensure a high level of usability for principals. Use the iGoogle platform as a starting point for concept development. Collect feedback from principals on mockups and prototypes, and use feedback to inform development/design priorities. As data visualizations are developed, they should be integrated into the interface presented to users.

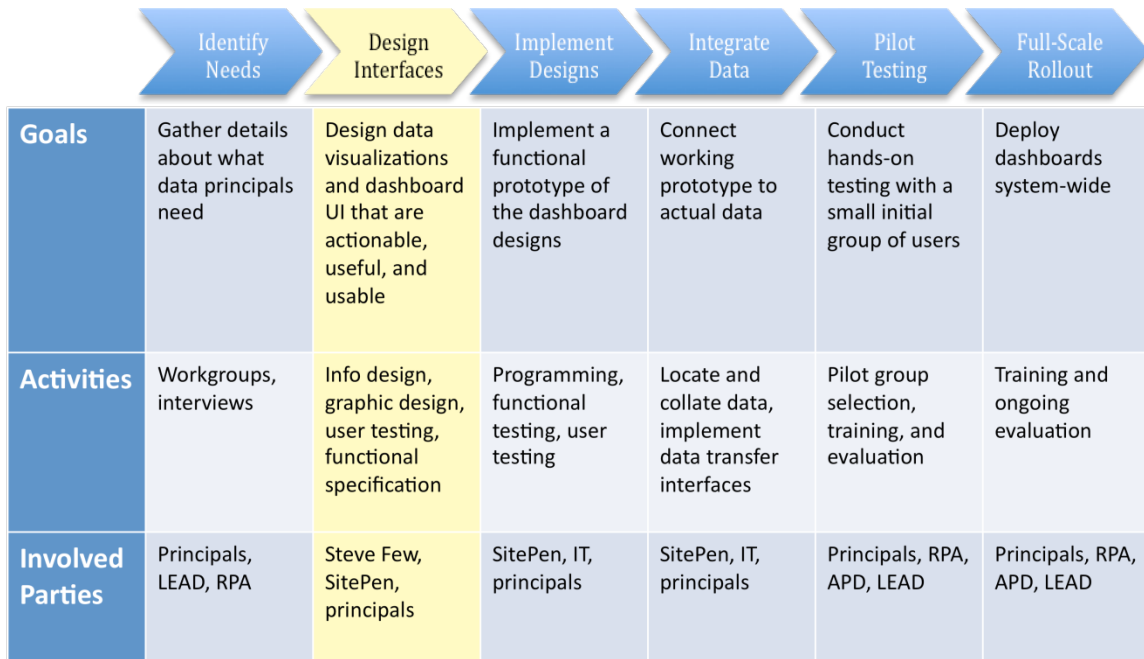
Functional Specification

Once data needs are identified and visualizations and user interfaces are designed, develop functional specifications to provide a detailed description of the desired user experience. The specification should include:

- An overview of the desired features, visualizations, and structures.
- Detailed mockups, descriptions of interactive interface elements, and application flow charts.
- A description of technical requirements for integrating with existing district systems. (Additional interviews with IT staff will probably be necessary.)
- Basic documentation of APIs provided.

Implementation Plan

Following is an overview of the various stages we plan to follow through the implementation of this project.



The highlighted stage, Design Interfaces, represents the project stage we are currently implementing. To date, we have already identified the most pressing questions principals need answered on a daily or weekly basis, and we have made significant progress in designing data visualizations and a coherent user interface to contain those visualizations. We recognize additional needs will become apparent with time.

Related Projects

The prototype development embodies much of the philosophical, process, and design pre-work needed for a full dashboard implementation. Completing the implementation will require broader efforts in the following areas.

Data Governance

Data governance is the process by which we ensure the quality and availability of data. A steward is assigned to each data set to implement and manage the processes and tools necessary to collect, update, and access data that address the needs of data suppliers and consumers.

Presently, there are few data governance structures within SFUSD. An effort, led by Deputy Superintendent Richard Carranza, is presently underway to establish a district data governance office responsible for overseeing this process.

Data Warehousing

Fundamentally, we need a flexible, extensible way to access a variety of data that is stored across a large number of disparate databases. A data warehouse serves several purposes:

- Data federation. Combine data drawn from a variety of different sources into a single location.
- Structural transparency. Structure data in a way that reflects business processes rather than applications to enable new users to easily identify how to access the specific data they need.

- Query efficiency. Follow dimensional modeling techniques to develop systems in which related tables are exactly one degree of separation apart to enable highly optimized relations across tables.
- Data input and access through standards-based, open interfaces. Enable the development of third-party applications that query the data warehouse. Reflect user access permissions as part of this model.
- Extensibility. As we cannot anticipate all of our future needs, the warehouse should be flexible enough to accommodate new data on an ongoing basis.

Data Fluency

Principals are in different places with respect to their level of comfort working with data. Some are virtually experts in data analysis, while the mere mention of Excel leaves others feeling anxious. We will need to provide additional training and support to some principals to ensure they are positioned to use dashboards effectively.

The Big Picture

Our broad goal is to cultivate a culture continuous improvement across all district functions through evidence-based decision-making (EBDM). Dashboards are one of many tools and structures we can leverage for EBDM

One of the most powerful forms of EBDM, substantially validated by education research, is a professional learning community (PLC). At a fundamental level, PLCs collaboratively implement evidence-based inquiry cycles. An evidence-based inquiry cycle contains three essential steps:



Though the structure of the cycle represents the engine that drives the fundamental improvement that results, it is the collaborative nature of a PLC that dramatically increases the quality of the output. The opportunity to learn from colleagues with a variety of perspectives and experiences far exceeds each individual's potential to correctly interpret evidence and create a solution to the challenges identified.

Though they are most commonly associated with the *analyze* stage of the inquiry cycle, dashboards can support each stage, for example:

- **Collect.** Dashboards provide immediate access to data input forms or quick links to intermediate web pages or forms that serve as input mechanisms.
- **Analyze.** Dashboards provide summary views of key data and easy access to relevant data analysis tools that support trend identification and data visualization, keeping data at the forefront of principals' minds.
- **Plan.** Dashboards can support inter-district planning through interactive social gadgets that enable real-time collaboration through tools like instant messaging as well as asynchronous dialogue about individual practices.

We plan to use dashboards to drive principal use of data in ongoing decision-making. As part of this process, we hope to see an increase in principals' comfort with data and their confidence in encouraging teachers to adopt similar practices, such as PLC-based inquiry. Over time, we expect such a change will result in dramatic increases in academic equity and student achievement.

Data Coach (San Francisco U)

Data Coach Trainer and School Data Coach Job Descriptions

Data Coach Trainer:

POSITION SUMMARY:

The Data Coach Trainer will train other selected staff in schools/divisions/areas with critical guidance and structures to conduct school/division/area-wide data analysis, build/implement a range of comprehensive assessment tools that seamlessly match with curriculum and instruction, conduct grade level/content area planning with teachers, train staff on the use of data tools, rubrics and assessments, and create reports that directly relate to the improvement of instruction. The Data Coach Trainer will train others to facilitate staff in the selection of meaningful Balanced Score Card (BSC) measures, as well as insuring that growth is measured and understood by all stakeholders. This position is directly responsible to the assigned designee of the division/area. This is a one-year position. Flexible scheduling is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Provide direct advice and expertise to division/area administrators, principals, teachers and parents regarding the use of state and District assessments, as well as interim assessment data, to guide instruction, as well as assist principals in the data analysis required to support strong annual yearly progress (AYP) and setting measurable school goals in the process of school improvement.
2. Prepare briefing materials, reports and evaluations of programs and initiatives for the District Executive Staff (and team). Present these findings to a range of audiences; including parents, school staff, and senior District leadership.
3. Coordinate the collection, verification, and issue resolution for data used in the Balanced Scorecard, school improvement, accountability, and Data Director (if district has one), and other initiatives regarding data.
4. Consult, train, and assist schools and divisions/areas with interpreting data for accountability, school improvement, AYP, the use of data collection and reporting systems including Data Director (if district has one), and data-driven decision making to improve instruction and curriculum.
5. Develop a comprehensive training program for school and division/area personnel directly relating to No Child Left Behind (NCLB), AYP, school improvement, accountability, and the Balanced Scorecard for data-driven decision making.
6. Instruct school and division/area personnel in the use of Data Director (if district has one) within the context of accountability, school improvement, benchmark assessments, standards based report cards and improved instruction.

7. Assist with the review and analysis of all State criterion-referenced testing (CST), California High School Exit Examination (CAHSEE), and benchmark assessment data for the divisions/areas and schools.
8. Serve as liaison with the various District divisions/areas regarding AYP data analysis and accountability, California Standardized Testing and Reporting Program (STAR) data analysis, District curriculum initiatives, and school improvement and technical assistant planning.
9. Provide quality assurance regarding school and division/area data and reporting.
10. Provide consultation, guidance, and expertise to division/areas and the public regarding NCLB, STAR, District Balanced Scorecard, data-driven decision making, school improvement, accountability, Data Director, benchmark assessments, standards-based report cards and School-Loop.
11. Explain complex educational assessment and curricular issues in an understandable manner.
12. Assist with statistical analysis and educational research regarding data-driven decision making and improved instruction.
13. Provide expertise and knowledge regarding current educational evaluation literature and curriculum trends.
14. Ensure compliance with all national, state, and local regulations regarding the administration of assessments, reporting of data for accountability, AYP, and school improvement.
15. Conduct classroom walkthroughs, model lessons for teachers, observe and coach teachers in the classroom

POSITION EXPECTATIONS:

1. Excellent skills in written and oral communication, organization and time management
2. Demonstrated knowledge of research design, basic statistics, and principles of program evaluation.
3. Knowledge of current national, California, and District curriculum trends and initiatives; instructional interventions and design for improving student learning; various data analysis software packages, specifically database software and statistical software, (e.g., SPSS, Data Director (if district has one), School-Loop [or other community communication system]); and state, federal, and local regulations and mandates regarding NCLB, , AYP, school improvement, and Student Achievement Gap Elimination.
4. Thorough working knowledge of California State testing programs.
5. Thorough working knowledge of District reporting systems, including Data Director (if district has one) and School-loop (or other community communication system)
6. Thorough working knowledge of statistical procedures.
7. Ability to communicate clearly both orally and in writing; ability to explain complex statistical and testing information in an easy to understand manner.
8. Experience in group facilitation and in designing and conducting professional development, standards-based instruction, use of formative and summative data to guide instruction and strategic
9. Ability to establish and maintain effective working relationships with District administrators, licensed employees, and support staff employees.
10. Ability to work with a flexible schedule as needed for district and site support.

11. Successful experience working with diverse student and adult populations.
12. Experience with the California Content and Performance Standards.

POSITION REQUIREMENTS:

1. Possession of a valid California Teaching or Administrative Credential.
2. Experience conducting professional development activities trainings.
3. Experience in school improvement planning, adequate yearly progress, and accountability reporting.
4. Five (5) years of successful teaching experience related to the position.

Equal Employment Opportunity – Affirmative Action:

The San Francisco Unified School District is an equal opportunity employer and will not knowingly discriminate in any area of employment. Those include discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, age, marital status, national or ethnic origin, or disability and shall extend to working conditions, training, promotion, and terms and conditions of employment.

Data Coach:

POSITION SUMMARY:

The Data Coach will train other selected staff in schools with critical guidance and structures to conduct school wide data analysis, build/implement a range of comprehensive assessment tools that seamlessly match with curriculum and instruction, conduct grade level/content area planning with teachers, train staff on the use of data tools, rubrics and assessments, and create reports that directly relate to the improvement of instruction. The Data Coach will train others to facilitate staff in the selection analyzing Balanced Score Card (BSC) measures, as well as insuring that growth is measured and understood by all stakeholders. This position is directly responsible to the assigned designee of the school. This is a one-year position. Flexible scheduling is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented. Provide direct advice and expertise to division/area administrators, principals, teachers and parents regarding the use of state and District assessments, as well as interim assessment data, to guide instruction, as well as assist principals in the data analysis required to support strong annual yearly progress (AYP) and setting measurable school goals in the process of school improvement.

1. Coordinate the collection, verification, and issue resolution for data used in the Balanced Scorecard, school improvement, accountability, and Data Director (if district has one), and other initiatives regarding data.

2. Consult, train, and assist schools and divisions/areas with interpreting data for accountability, school improvement, AYP, the use of data collection and reporting systems including Data Director (if district has one), and data-driven decision making to improve instruction and curriculum.
3. Instruct school and division/area personnel in the use of Data Director (if district has one) within the context of accountability, school improvement, benchmark assessments, standards based report cards and improved instruction.
4. Assist with the review and analysis of all State criterion-referenced testing (CST), California High School Exit Examination (CAHSEE), and benchmark assessment data for the school.
5. Serve as liaison with the various District divisions/areas regarding AYP data analysis and accountability, California Standardized Testing and Reporting Program (STAR) data analysis, District curriculum initiatives, and school improvement and technical assistant planning.
6. Provide quality assurance regarding school data and reporting.
7. Provide consultation, guidance, and expertise to the school and the public regarding NCLB, STAR, District Balanced Scorecard, data-driven decision making, school improvement, accountability, Data Director, benchmark assessments, standards-based report cards and School-Loop.
8. Explain complex educational assessment and curricular issues in an understandable manner.
9. Assist with statistical analysis and educational research regarding data-driven decision making and improved instruction.
10. Ensure compliance with all national, state, and local regulations regarding the administration of assessments, reporting of data for accountability, AYP, and school improvement.
11. Conduct classroom walkthroughs, model lessons for teachers, observe and coach teachers in the classroom

POSITION EXPECTATIONS:

1. Excellent skills in written and oral communication, organization and time management
2. Knowledge of current District curriculum trends and initiatives; instructional interventions and design for improving student learning; various data analysis software packages, specifically database software and statistical software, (e.g., SPSS, Data Director (if district has one), School-Loop [or other community communication system]); and state, federal, and local regulations and mandates regarding NCLB, , AYP, school improvement, and Student Achievement Gap Elimination.
3. Thorough working knowledge of California State testing programs.
4. Thorough working knowledge of District reporting systems, including Data Director (if district has one) and School-loop (or other community communication system)
5. Ability to communicate clearly both orally and in writing; ability to explain complex statistical and testing information in an easy to understand manner.
6. Experience in group facilitation and in designing and conducting professional development, standards-based instruction, use of formative and summative data to guide instruction and strategic

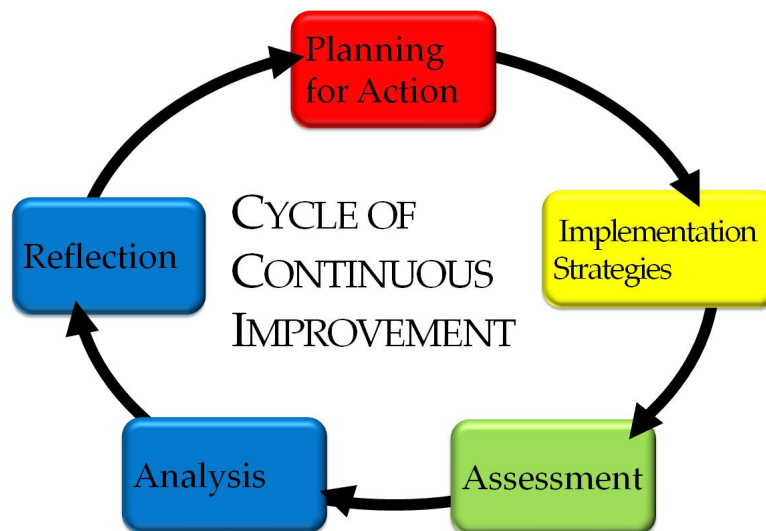
7. Ability to establish and maintain effective working relationships with District administrators, licensed employees, and support staff employees.
8. Ability to work with a flexible schedule as needed for district and site support.
9. Successful experience working with diverse student and adult populations.
10. Experience with the California Content and Performance Standards.

POSITION REQUIREMENTS:

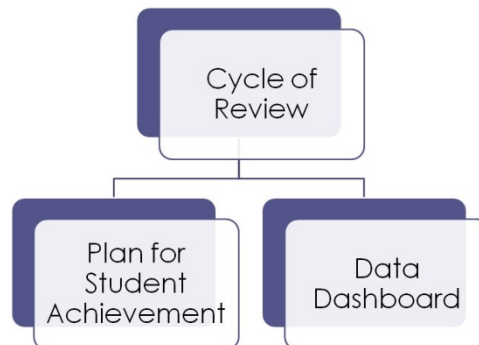
5. Possession of a valid California Teaching or Administrative Credential.
6. Experience conducting professional development activities trainings.
7. Experience in school improvement planning, adequate yearly progress, and accountability reporting.
8. Five (5) years of successful teaching experience related to the position.

Cycle of Continuous Improvement (Fresno Unified School District)

The dashboard fits into an overarching cycle of continuous improvement model that is being used effectively in multiple districts already. One example of this framework is illustrated here:



This process cycle involves three major elements: 1) an event called the cycle of review, in which stakeholders review the implementation and outcome data, 2) the dashboard, identified as a summation of implementation and outcome data around a specific project, and 3) the ensuing action plan targeted to addressing the emerging critical needs areas.



The cycle of continuous improvement, with the dashboard as the data system tool, provides both the process and the infrastructure to drive instructional improvement at all levels. The Fresno Unified case study, described here, illustrates the work outlined to accelerate student achievement.

Data Dashboard and Performance Management (Fresno Unified)

Performance Management

Over the past four years, Fresno Unified has developed a comprehensive performance management framework. The foundation of this framework is tied to Board of Education policy. The key policies are the Theory of Action, School Accountability, Professional Learning and Data Dashboard. As a collective, these policies define data management in the school district “from the board room to the classroom”. Framing performance management within board policy created a sense of urgency in the system for performance management. Equally important the superintendent’s evaluation is directly linked to the metrics on the district’s data dashboard. The data dashboard directly links the districts’s Improvement Actions to measurable outcomes. On an annual basis, there is a board workshop to review the data dashboard metrics in a public setting.

The process to identify the District Improvement Actions began in August of 2006 with a District Baseline Assessment conducted to assess district operations and practices in support of schools. Administrators visited twelve schools and central office departments to collect baseline data. In addition, focus groups of students, parents, teachers, principals, classified staff, union leaders, and Board members were convened for interviews. The results of this assessment were reported out in October of 2006 during a Community Workshop facilitated by national experts who engaged more than 130 community members and employees in developing a vision for FUSD’s future centered around five key focus areas: student success, operational excellence, effective leadership, high performing workforce, and community engagement. After the Community Workshop, FUSD staff developed strategies in each of the focus areas which were presented in November and December, 2006 to more than 3,000 community members and employees for clarification and feedback.

Consistent with FUSD leadership standards, a linchpin of our system is a predictable, protocol-guided cycle of review that allows us to use data to make midcourse corrections. To that end, we have scheduled four reviews annually. By the end of May, 2010, we will have conducted our 12th, with broad participation from both central office and site administration. This practice has been extended to our school sites, divisions and departments, promoting large-scale use of process data and formative assessment to guide the daily work of all adults in our system. This supports our efforts to strategically encourage pilots, eliminate ineffective projects, and expand successful practices. This work is also incorporated into our annual school site and department plans with sites held accountable for the measurable outcomes.

A critical part of the cycle of review conversation is a discussion and evaluation of FUSD performance metrics centered on the five focus areas:

1. Student Success
2. Operational Excellence
3. High Performing Workforce
4. Effective Leadership/System o Professional Development

5. Community Engagement.

The goal of this process is to define performance metric outcomes by disaggregating data to understand whether we are meeting our objectives. As we gain more experience with performance management, we will integrate additional performance metrics and practices. The performance management system will take additional shape with the implementation of the ATLAS system. This will bring performance management into a new automated stage where performance management will literally be done at the district, school and classroom levels. The following chart provides background on the district's key performance metrics.

Emphasis	<i>Goal Link</i>	Performance Measures
Math (Accelerate Achievement) <i>All students will excel in reading, writing and math</i>		District CST proficiency
		1 st Passing Rate on CAHSEE
		3 rd Grade CST proficiency
		5 th Grade CST proficiency
		% of 8 th Grader enrolled in Algebra I
		8 th Grade Algebra proficiency
ELA (Accelerate Achievement) <i>All students will excel in reading, writing and math</i>		District CST proficiency
		1 st Passing Rate on CAHSEE
		3 rd Grade CST proficiency
		5 th Grade CST proficiency
		8 th Grade CST proficiency
Social – Emotional (Decrease behaviors that lead to suspension/expulsion) <i>All students will demonstrate the character and competencies for workplace success</i>		Student Attendance Rate
		Percent that responds agree or strongly agree to “I feel like I am a part of this school” (California Healthy Kids Survey)
		Percent that responds agree or strongly agree to “At my school there is a teacher or adult who really cares about me” (California Healthy Kids Survey)
		Suspensions per 100 students
		Expulsions per 100 students
College Going (Keep students focused on college) <i>All students will stay in school on target to graduate</i>		% of graduates who completed A-G requirements for UC/CSU
		% of Advanced Placement (AP) Exams passed (scoring 3+)
		% of high school students with either 1 D or F on report card
		% of students who take Early Assessment Program as juniors
		Number of AP/IB exams taken
		% of 9-12 students completing AP/IB courses
		% of 9-12 students on track with A-G

	completion
	Re-designation Rate
	Graduation Rate (TBD)
Career Ready (Ensure students are eligible for employment) <i>All students will demonstrate the character and competencies for workplace success</i>	TBD
Emphasis	Performance Measures
Fiscal Stability (Sustain financial resources for district priorities)	Financial Reserve %
	Balanced Budget
	Central Office administrators as percent of the unrestricted general fund
Curb Appeal (Leverage our buildings as community assets)	Graffiti Clean-Up Response Time
	School Appearance Measure (TBD)
Safety (Keep everyone safe) <i>All students will stay in school on target to graduate</i>	Percent that responds agree or strongly agree to “This school provides a safe and secure environment for students to learn” (Parent/Family Survey)
	Percent that responds agree or strongly agree to “This school has formal school safety and student discipline policies” (Parent/Family Survey)
Efficiency (Use resources well) <i>All students will stay in school on target to graduate</i>	J-order completion measure (TBD)
	Average time to close a Technology ticket
Recruitment (Get the best talent) <i>All students will stay in school on target to graduate</i>	Number of highly qualified applicants per general teaching position
	Number of highly qualified applicants per teaching position classified as “hard to fill”
	Percent of Teaching positions filled by June 1 st
Development (Create growth and learning opportunities) <i>All students will stay in school on target to graduate</i>	System of Professional Learning measure (TBD)
	Summary Evaluations of staff performance completed on time
Satisfaction (Sustain interest in Fresno Unified) <i>All students will stay in school on target to graduate</i>	Annual Retention Rate for all employees
	Responses to employee satisfaction survey (TBD)
Customer Service (Build and Sustain respect) <i>All students will stay in school on target to graduate</i>	Percent which responds Agree or Strongly Agree to “I feel respected and welcomed at my child’s school” (Parent/Family Survey)
	Percent which responds Agree or

	Strongly Agree to “When I have a concern I know whom to contact” (Parent/Family Survey)
Emphasis	Performance Measures
Engagement (Develop long-term connections) <i>All students will stay in school on target to graduate and all students will engage in arts, activities and athletics</i>	Percent of schools which have active engagement with parents (TBD)
	Percent of students engaged in arts, activities and athletics (TBD)

Layered Systems of Implementation (from the Boardroom to the Classroom)

The cycle of continuous improvement is evident at the following levels of the system in Fresno Unified:

- Board and Superintendent
- District Leaders
- School Leaders
- Grade Levels and Subject Areas
- Classroom teacher

Board and Superintendent

As the performance management framework described in the previous section suggests, the process of engagement in this process cycle works from the highest levels of administration and management all the way in to the classroom. At the level of the School Board and the Superintendent, the performance management system focuses on the Board’s evaluation of the Superintendent, framed around policies adopted to govern this process:

- Policy: Theory of Action
- Policy: School Accountability System
- Policy: Professional Learning
- Policy: Dashboard

District Leaders

- Data tied to Support, Supervision, Evaluation

District Leaders in the K-12 division of Fresno Unified School District have been engaged, along with school leaders in professional learning in the areas of support, supervision and evaluation. The professional learning program is based on the *Skillful Leader* work of Andy Platt and Caroline Tripp, who are providing the training directly.

Focusing support conversations on a platform of “Claim, Evidence, Impact, Question,” and the supervision-evaluation communication on a “Claim, Evidence, Impact, Judgment” framework has allowed District leadership to engage in an evidence-based supervision process. Coupled with the introduction of student achievement results as a form of evidence, the District is embarking on an effort to meet the RTTT principle of tying student achievement to adult performance.

- Department Dashboards

Departments and divisions throughout the District are using various forms of dashboards to regularly track performance. Student support departments such as Special Education, English Learner Services and the Department of Prevention and Intervention have dashboards with student outcome indicators focused on the students they serve and support. Site support departments contribute to the School Support Services Dashboard with monthly indicators of support for schools. Each dashboard is reviewed periodically, either informally, or in the course of a Cycle of Review meeting.

- Assessment Information System

Initially developed in 2004, the Assessment Information system provides a variety of student assessment results for District leaders, school leaders, classroom teachers, and through Powerschool, a parent portal, all in a web-based environment. The current monthly AiS page hits number at some 9,000 hits for District leaders, 70,000 for site leaders, and over 100,000 for District teachers. Data is available and utilized in Fresno Unified at all school sites; our challenge is in providing more meaningful data, and in learning to use it well to improve instructional quality.

With the development of the new Student Information System (ATLAS), student achievement data will become increasingly available over the next 24 months for users at all levels. Fresno Unified will ensure a seamless transition to new tools as they are made available; professional learning will be needed in using the new tools. The RTTT funds will be utilized in providing professional learning to support deeper, and wider use of student achievement data. Additionally, the ATLAS system will allow easy aggregations up to District level results, populating the District data dashboard.

- Hiring/Promotion/Evaluation tied to Student Data

Fresno Unified School District is piloting the use of a candidate ranking matrix which includes available student achievement data for candidates interested in advancing to school leadership positions.

Also, candidates are rated on a Principal Insight (PI) scale, developed by Gallup. PI measures the more allusive talent dimensions of great principals and allow leaders to assess the more concrete knowledge and skills. The Gallup web site contains additional information on both the Teacher Insight and Principal Insight scales.

Schools

- Data Dashboards

Beginning in 2009-10, Fresno Unified implemented a process of schools completing their own version of the data dashboard, as a guide for monitoring student outcomes. Because of the involved process of completing the dashboard, only about 10% of schools were able to successfully complete this task. For 2010-11, the new Analytics portion of the ATLAS student information system will automatically populate dashboards, removing the logistics obstacle encountered during this academic year.

- Cycles of Review

School implemented periodic Cycle of Review sessions in 2009-10, utilizing professional learning days to review data, review the implementation of programs and actions, and through a reflection process, identify changes needed that would impact teaching and learning during the next instructional period. Most schools successfully engaged in the Cycle of Review at least 3 times during the 2009-10 year. Data gathered on fidelity of implementation, student outcomes, and planning next steps are collected by the site leadership, and synthesized and inputted into a web-based data analysis section of the “SPSA tool.” This tool also automatically populates the data analysis section of the Single Plan for Student Achievement.

- Single Plan for Student Achievement

Site leaders utilize the SPSA tool as a data and analysis input and storage area, completing analysis modules on the CST results, interim assessments in each subject, CELDT results, CAHSEE results, and School Culture artifacts. Each module includes an opportunity for input of findings on the implementation of critical actions, analytical review of outcomes, and next steps as the school moves into the next instructional time period.

- Assessment Information System

Described above, the AiS system is a classroom-focused web-based reporting tool for assessment results. With it, school leaders are able to review student and classroom test results, disaggregate by student sub-group, filter by achievement groups (allowing for example, of the cluster strengths and weaknesses on student in the “Basic” performance level), and identify teachers whose students are demonstrating strengths (and weaknesses) in specific standards. This allows school leaders to match outcomes with data from implementation checks, and engage effectively in the support, supervision and evaluation process with student outcome data available.

- Enrollment and Access Management System

In April 2009, Fresno Unified School District created a new division called “Equity and Access.” This division is responsible for developing new practices and procedures that

ensure students are given an equal opportunity to graduate and be in a position of having the greatest number of postsecondary choices from the widest array of options. Equity and Access is not an isolated or standalone initiative – **it is the backbone of the work of Fresno Unified School District.**

Envisioned as work to be embedded in every aspect of the district’s operation, the initial emphasis (April 2009-August 2009) of this effort focused on placing students in appropriate courses to graduate college and career-ready. The second phase of this effort (September 2009-May 2010) focused on increasing the number of students who became eligible and applied to four-year colleges and universities. The current phase of this effort is focusing on re-designing the district’s summer school program.

Prior to April 2009, work around Equity and Access began through several Fresno Unified School District efforts. An example of these efforts was titled “*Project 980/340*.” “*Project 980/340*” was the result of an analysis of student data revealing that 980 high school and 340 middle school students were performing at proficient or advanced levels on state standardized tests but had a GPA lower than 2.0. As a result of this analysis, school leaders uncovered individual obstacles and helped provide resources so that students stayed – or got back – on target to graduate. In another effort, counselors analyzed the transcripts of more than 4,000 students from the 2009 graduating class to identify deficiencies for both meeting the A-G course pattern *as well as* Fresno Unified School District graduation requirements. As a result of this activity, counselors were able to identify 384 seniors with graduation credit deficiencies that could prevent them from graduating with their class. Each of these students received academic counseling interventions and 277 of those students were able to graduate on time.

In December 2008, Fresno Unified School District partnered with the University of California Office of the President to analyze all transcripts electronically through its ***Transcript Evaluation Service*** for the specific purpose of measuring A-G completion rates by grade level for all students. Those data were then uploaded to a new Equity and Access tool called *A-G Monitoring Tool* which was introduced to counselors in Summer 2009. The *A-G Monitoring Tool* allows counselors, among other things, to identify students who are on track to graduate and are close to meeting the minimum A-G courses. Once identified, counselors can provide appropriate scheduling interventions to ensure that students graduate in a position of having the greatest number of postsecondary choices from the widest array of options.

More importantly, district staff is able to identify site and district-wide practices and procedures that have a limiting effect on the number of students who graduate college and career-ready. This is one of the ultimate goals envisioned by Fresno Unified School District’s Equity and Access division: *to identify site and district practices and procedures – as well as traditions – that lead to inequitable student pathways to graduate with the greatest number of opportunities from the widest array of options.*

For example, the *A-G Monitoring Tool* allows counselors to query information related to A-G completion by grade level and student characteristics, including EL status, how

students performed in CSU's Early Assessment Program (EAP), Special Ed status, ethnicity, home language and others. Using this tool, district staff discovered that students on-track to complete between nine (9) and eleven (11) A-G units by the end of their freshman year attend only two (2) of Fresno Unified School District's eight (8) comprehensive high schools. This information triggered further study of student transcripts. The findings indicated that the majority of students on-track to complete up to eleven (11) A-G units by the end of the 9th grade year started high school with up to two (2) A-G units in mathematics and two (2) A-G units in Language Other than English in middle school.

Fresno Unified School District then developed a tool called *Middle School Enrollment Profile Tool* which gives real-time access to district-wide middle school enrollment information in order to assess whether current practices or procedures may be contributing to this type of inequity. Specifically, this tool allows district staff to assess the extent to which the district has *not* provided equal opportunities for students to enroll in certain middle school courses by comparing the academic profile of students enrolled in courses and with those students who meet or exceed the same profile but are not enrolled in those courses. For example, there are 453 seventh (7th) and eighth (8th) grade students who meet or exceed the profile of students currently taking Spanish I or II who are not enrolled in those courses at schools that offer those courses or, worse, at schools that do not offer them. For students in the latter circumstance, they will not have an equal opportunity to start their high school careers with *any* A-G units in the Language Other Than English subject simply because they attend a school that does not offer those courses.

This type of information quickly allowed district staff to make the data-driven decision of automatically enrolling these students in a summer school Spanish I or Spanish II course. Although parents may opt their students out of this class, Fresno Unified School District believes that automatically enrolling them in summer school will send a strong message to those students and their families as well as the entire community that Fresno Unified School District is committed to seeing its students graduate with the greatest number of opportunities from the widest array of options.

With respect to higher education, Fresno Unified School District created a tool called *UC/CSU Eligibility Monitoring Tool* which gives real-time access to the number of students who are on-track to complete the A-G course pattern but have not taken their SAT, ACT or SATII Subject Area Tests. Currently, 385 seniors in Fresno Unified School District who are on-track to complete the A-G course pattern did not take either the SAT, ACT, or SAT Subject Area Tests despite having a GPA above 3.0. Fresno Unified School District believe that this, too, is an inequity because those students, while in a position to graduate, will not have the greatest number of opportunities from the widest array of options. As a result of this finding, Fresno Unified School District established deadlines for counselors that will result in students who are on-track to completing the A-G course pattern being registered to take higher education tests.

Another tool that Fresno Unified School District created with the goal of increasing the number of students successfully transitioning to postsecondary education is called the *ELM/EPT Registration Monitoring Tool*. This year, the number of Fresno Unified School District admitted to California State University, Fresno, increased by 38%. In large part, this increase is attributable to an MOU signed in 2008 between Fresno Unified School District and California State University, Fresno. Typically, high schools do not offer services to students once they have been admitted to colleges/universities. At Fresno Unified School District, an accountability framework was established holding counselors responsible for working with all students admitted to California State University, Fresno, to register them for the Entry Level Mathematics (ELM) and English Placement (EPT) Tests. This framework is aligned to Fresno Unified School District's Equity and Access guiding principle in that it prevents inequities by ensuring that students admitted to colleges/universities comply with admissions-related requirements which they may not feel comfortable navigating, thereby increasing the likelihood of students stepping foot on a college/university campus. This is particularly true in Fresno Unified School District given the large number of first-generation, low-income students enrolled throughout its schools.

While there are other tools that Fresno Unified School District has created to advance Equity and Access, the underlying theme to all of them is that students deserve an equal opportunity to graduate and be in a position of having the greatest number of postsecondary choices from the widest array of options. Fresno Unified School District has begun – and will continue – to identify site and district-wide practices and procedures that have a limiting effect on the number of students who graduate college and career-ready. Once identified, Fresno Unified School District's intent is to develop and/or enhance practices and procedures to minimize instances where principles of Equity and Access are not followed by site and district personnel. The goal is that these steps will translate in to more students graduating in a position of having the greatest number of postsecondary choices from the widest array of options.

- PLCs

Fresno Unified school principals have engaged in 2009-10 professional learning small group community experiences, facilitated by the assistant superintendent who supervises the group of schools. These professional learning opportunities have created the space for principals to learn from each other, in a small enough setting to engage in support/supervision/evaluation and data analysis conversations that can promote their own deepening knowledge. While these structures are in place, more work needs to be done to deepen the skill set of principals in both of these areas.

Grade/Department

- Assessment Information System

The AiS data pages provide the reports that teachers at grade and department level collaboration meetings use to investigate student and classroom performance at the level of clusters and standards. Teacher in collaboration are able to identify areas in which one

teacher may be providing a “best practice” instructional strategy, who can then offer support and ideas for the others.

- Nested System for Subject Area Success

The nested system of professional learning anchors grade level and subject area work around state, district and site assessment data. This PLC format uses state level CAHSEE and CST data to develop district pacing guides and site instructional calendars by grade and subject. It requires leaders and teachers to utilize data to make instructional decisions annually, quarterly and every few weeks.

Elements of this work include but are not limited to:

- o The use of the Cycle of Continuous Improvement
- o The use of the data dashboards
- o The use of data to make decisions at all levels (district, school, grade level/subject area, classroom/teacher and student)
- o The connection of administrator and teacher evaluations to the process and the California Standards for the Teaching Profession.
- o Assessment Literacy
- o PLCs

- Guidelines for conducting implementation, outcomes, reflection

During 2009-10, implementation, analysis, and reflection forms were developed for teachers to use during the Cycle of Review meetings, establishing a process for *looking at data* to improve instruction. The process encourages teachers to consider the level of implementation of core school strategies, then to match student outcomes to the identified levels of implementation. The conversations that ensue at the Cycle of Review meetings then can become a catalyst for considering how to implement strategies more deeply. Even our highest implementing schools are just moving into the mechanical levels of use for this process, and we will continue the work to establish this process in the next years.

Classroom

- Assessment Information System

In addition to the tool as described above, teachers currently are exploring the response analysis pages in AiS to identify particular interim and formative assessment items that stumped students, and which incorrect answers they chose. Teachers can then use re-teaching opportunities (for interim assessments) or next lessons (formative assessments) to guide the experiences that students will have available to better learn the skills and standards of focus.

- Assessment of Learning: Interim Assessment guides future planning, re-teaching
- Assessment for Learning: formative assessment guides next steps in a lesson, instructional unit

School Evaluation System (Clovis Unified)

CLASSI - The “Clovis Assessment System for Sustained Improvement” (*CLASSI*), began in 1995 and is designed to maintain focus on that basic purpose. The CLASSI Model assists the District in evaluating school-wide systems in raising student achievement. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in state standards and the California State Public Schools Accountability Act. The components of CLASSI include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs. The assessment elements and criteria reflect the overarching goals of preparing all students to succeed on the California High School Exit Exam (CAHSEE) and to pursue post secondary education based on meeting, at least, the entrance requirements to the California State University system. .

Professional Learning Communities (Sanger Unified)

“The best strategy for sustained, substantive improvement is developing our capacity to work as members of a **Professional Learning Community [PLC]**” (Marc Johnson).

According to DuFour, DuFour, Eaker, and Many (2006) “A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” Marc Johnson, Sanger Superintendent, has made a commitment to improving student achievement for all students through collaboration. The journey to build the PLC process into the SUSD culture began in 2005 and to date approximately 400 district educators have attended a DuFour PLC conference. Rick and Becky DuFour are the leading national authorities on everything PLC and provide a two-day training that is invaluable to understanding the process of PLCs.

In addition to DuFour conferences, site Leadership Teams attend monthly district trainings to deepen the understanding and the practices of PLCs. This practice began in 2007 and has focused the district work around **collaboration** through PLCs, **intervention** through RtI, and **instruction** through Explicit Direct Instruction (EDI). Training topics are developed through the analysis of quantitative and qualitative information, which identifies patterns of needs throughout the district and are consistently geared toward deepening the understanding and implementation of PLCs, RtI, and EDI. For example, Leadership Teams have practiced an efficient and effective way to analyze data to inform instruction and intervention. Leadership Teams are at different levels of understanding and implementation and therefore are able to take what they need from the trainings. Additionally, SUSD offers schools and PLCs individual trainings and support to differentiate their professional development needs.

The PLC collaborative process has been a catalyst for change and is used at sites and at the district level. In order to support a continual cycle of inquiry, PLCs focus their work around

the four PLC questions, which are (1) What do we want students to learn?, (2) How will we know if they have learned?, (3) What will we do if they don't learn?, and (4) What will we do if they've learned it or already know it?

PLCs identify and continue to refine the essential standards of students by answering "What do we want students to learn?" Reeves (2002) points out that there are too many standards and only the most essential should be taught. PLCs have identified the essential standards through the analysis of California Standards Test (CST) release items, CST Blueprints (which identify how many items for each standard will be present on the assessment), and State content standards. Additionally, PLCs use state and district assessment data to determine which standards need additional time based on student achievement, which leads to "How will we know if they have learned?"

PLCs use a variety of information to determine students' level of understanding, starting with Checking for Understanding (CFU) in the classroom. **Explicit Direct Instruction (EDI)** is the common instructional language SUSD employs to ensure equal access to content standards for all students. EDI provides a framework that facilitates concept development, skill development, and guided practices. Intertwined within these components is an ongoing strategy of CFU. As teachers provide students opportunities to demonstrate their learning, they use the information gathered through CFU to move on, slow down, or reteach. In addition to guiding the instruction, teachers use CFU to move some students into independent practice while those who need additional time move to small group instruction. Marzano, Pickering, and Pollock (2001) contend that research shows that the most important factor affecting learning is the teacher. Therefore, SUSD is committed to doing "Whatever It Takes" to ensure each student receives the additional time and support to reach proficiency and this includes instruction being the first tier of our **Response to Intervention (RtI)**.

In order to answer "What will we do if they don't learn?" additional support in literacy or standards, as identified through multiple measures, is developed through a PLC plan of action that provides tiers of support. It is a SUSD expectation that this support occurs during the school day. Research by DuFour et al. (2006) point out that intervention by invitation does not work. Therefore, in Sanger Unified when students have deficient literacy skills, they receive strategic leveled intervention during a designated schoolwide intervention time. A systematic progress monitoring determines which students are able to exit the program, those who need to continue, and those who need additional time and support provided a higher tiered intensive program. Students receiving the tiered support do not miss core content and therefore do not fall further behind.

The same tiered support mindset is used for standards intervention, but looks differently based on the PLC plan. Typically PLCs analyze data from a common assessment and set up a plan for reteaching and enrichment through the use of the PLC teachers. The deployment involves one teacher taking all students in that grade level to reteach the intensive group who really "missed the mark". Another teacher may reteach the strategic group who needed just a little more help and slowly release them into independent practice. A third teacher would take the benchmark group and do enrichment activities that took the students deeper into the standard, which addressed "What do we do when they've learned it or already know it?"

Additionally, standards that are traditionally harder for students to master receive additional time in the pacing calendar in order to provide time for reteaching.

SUSD has found that ongoing coaching and support is needed to sustain continual improvement within the system. Therefore, district personnel provide ongoing training in EDI, Systematic English Language Development (SELD), and A Focused Approach to Frontloading English Language Instruction for Houghton Mifflin Reading, K-6 (SELD and Focused Approach were developed by the California Reading and Literature Project and Susana Dutro). SUSD also has the Sanger Academic Achievement Leadership Team (SAALT) that supports schools through monthly classroom walk-throughs and trainings. The team is comprised with experts in PLC, EDI, RtI, special education, ELD, systems change, and data analysis. SAALT provides differentiated support to teachers, Leadership Teams, principals, and sites.

Fullan's (2009) Theory of Action for Systems Change encompasses direction and sector engagement, capacity-building with a focus on results, supportive infrastructure and leadership, managing distracters, continuous evaluation and inquiry, and two-way communication. SUSD exemplifies the depth and breadth of these six areas through collaboration, instruction, and intervention. Common amongst them and a thread throughout the SUSD system is building the capacity of educational leadership and clear expectations. Educational leaders at every level in the system are constantly building their shared knowledge to improve as individuals, which increases the effectiveness of the whole system. This expectation of leadership is evident through the annual SUSD Principal's Summit, which began in 2004.

Each district principal presents their school data, along with an analysis of areas of improvement and strengths, and a plan for improvement. These presentations are done in an open forum with an audience of more than seventy (70). The audience is made up of fellow principals, district support personnel, local colleges professors, visitors from other districts, teachers, and district office administration. The summits have been a springboard for a significant growth in principal knowledge, competence, and instructional leadership. Some principals have taken this concept back to their sites to have PLCs, assistant principals, and department chairs do their own summits.

Interim and Formative Assessments (Long Beach Unified)



Long Beach USD

DISTRICT – Mandated Assessments

DOMAIN OF INQUIRY

Teaching and Learning

DOCUMENT REQUEST

17. District-Mandated Assessments

CONTENTS

A. Summary

B. LROIX Report Samples

- Disaggregated Data
- District Summary
- School Summary
- Teacher Summary
- Item Analysis
- Class Rosters

C. Mock CAHSEE

- Student Response and Subtest Reports
- School Data Summary

D. 2007-2008 District Assessments Chart

E. Test Specifications (Grade 7 Science EOC Sample)

F. District Assessments

Brochure

A. Summary

Summary

Long Beach schools utilize an array of district-developed assessments and performance benchmarks to gather crucial information on student performance. These ongoing diagnostic tools come in various forms of formative and summative exams and benchmarks that are administered throughout the year by grade level and course of study. The overarching purpose is to have students demonstrate broad essential knowledge and skills and to complete common district wide tasks that reflect standards-based instruction. The test specifications and blueprints reflect state curriculum frameworks and are aligned to address state content standards. They provide explicit data to teachers, department and curriculum leaders, and administrators as well as involve district leaders to investigate and identify specific areas of need by using common rubrics for measurements of data.

The assessments are collaboratively designed and reviewed by a network of curriculum leaders, coaches, department heads, teachers and research staff. Test specifications and blueprints are designed to be aligned to district and state content standards (Exhibit E). Developers refer to Bloom's Cognitive Taxonomy for developing test items that measure the standards-based skills and knowledge that students have acquired. Prior to each administration, final drafts are also reviewed by outside content reviewers who have extensive knowledge of the curriculum and have prior classroom experience such as retired curriculum staff, department heads, teachers, and local college professors. Printing, distribution, scanning and reporting are all managed through the Office of Research, Planning and Evaluation.

To sustain the reliability of the exams and the integrity of the data, the assessments are treated as secure, copyrighted exams and are handled in the same manner as high-stakes, state-mandated tests. Each one is administered using standardized directions and testing environments. Teachers, department heads and curriculum leaders work continuously to make adjustments to the test specifications as they closely evaluate, with the help of correlations studies from the Research Office, the exams every year for their ability to help predict student performance on external, high stakes assessments. Information on test development, administration, and reporting is provided during new teacher orientations and trainings to ensure implementation (Exhibit F).

To address varied student learning styles and abilities, accommodations and modifications are allowed for students with an Individual Education Plan (IEP) or Section 504 plan. Some variations include testing individual students separately, providing visual magnifying equipment or audio amplification equipment, and special or adaptive furniture. Accommodations may include (but are not limited to) transcribing student responses, having responses dictated orally or providing large print versions of the test. Test administration variations are also permissible for English learners such as hearing the test directions in the student's primary language, being tested separately from other English learners, and having access to translation glossaries/word lists from English to their primary language.

The assessments are administered by quarter, trimester, semester, and at the conclusion of the course to provide teachers with ongoing feedback throughout the year. Other criterion-referenced assessments such as Math Facts, Application, and Integers, Mock CAHSEE (CA High School Exit Exam) and Benchmark Books are timed benchmarks that are administered throughout the school year to give teachers immediate, contextualized feedback on grade-level performance. Benchmark Books, for example, are administered only when a student's

A. Summary

performance has indicated that he or she has learned the necessary behaviors to pass to the next level. By analyzing a student's current running records and noting the comprehension strategies the student uses during Direct Instruction, small group reading, etc., a teacher will be able to gauge when/if a student is ready to take the next Benchmark Assessment during a reporting period. The assessment data are then referenced to make necessary adjustments in teaching strategies and classroom pacing. New students to the district are also tested using the exam for proficiency and placement. The End-of-Course (EOC) and exit exams are administered at the conclusion of the course to determine promotion/retention policies, inform course grades, and compile cumulative data to establish curriculum for the following year. Teachers receive overall results as well as data by student and by objective

The data are aggregated by the Research Office for district policy purposes. Curriculum and district offices incorporate the findings each year to make necessary adjustments to retention criteria. Once the results are scanned, the data are quickly exported and made available online on the district's LROIX (LBUSD Research Office Intranet) system, where teachers, curriculum staff, and school and district administrators can view or create custom reports. Teachers can immediately view longitudinal data for district and state tests for their incoming students through the Academic Data Browser in LROIX.

Due to the increased demand for feedback for the 2008-2009 school year, several new common assessments are being added to the repertoire:

- Earth Science 1-2 End-of-Course (High School)
- English Language Arts Semester Assessments (Grades 6-8)
- Spanish for Spanish Speakers 1-2 End-of-Course (Middle & High School)
- Trimester Reading Comprehension Exams (Grades 3-5)

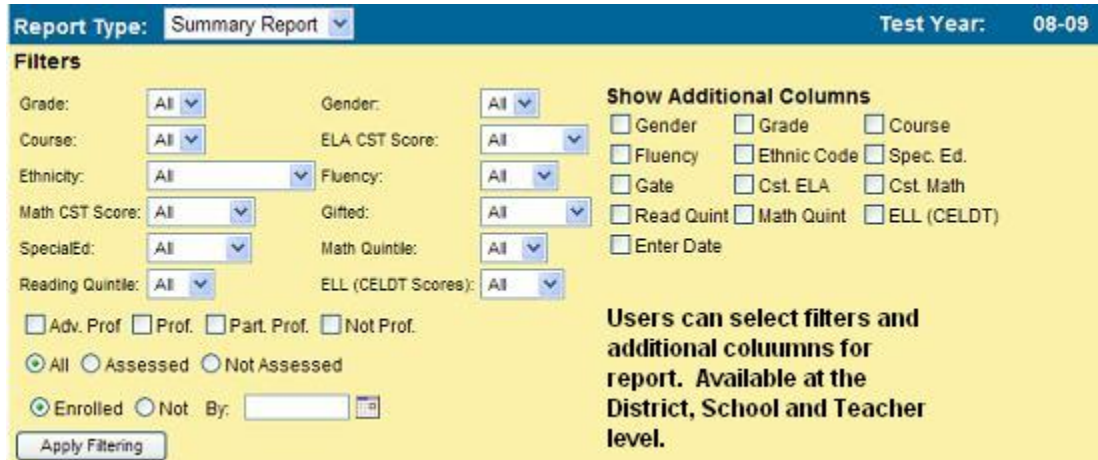
B. LROIX Report Samples

LROIX Report Samples

Samples of selected reports that are available on the LBUSD LROIX reporting system follow.

Disaggregated Data

The district assessment reporting modules in LROIX allow for disaggregating of data by multiple criteria. Below is a sample screen that allows the user to select one or more demographic filters when generating various reports/views.



Report Type: Summary Report **Test Year:** 08-09

Filters

Grade: All Gender: All

Course: All ELA CST Score: All

Ethnicity: All Fluency: All

Math CST Score: All Gifted: All

SpecialEd: All Math Quintile: All

Reading Quintile: All ELL (CELDT) Scores: All

☐ Adv. Prof ☐ Prof. ☐ Part. Prof. ☐ Not Prof.

☒ All ☐ Assessed ☐ Not Assessed

☒ Enrolled ☐ Not By:

Apply Filtering

Show Additional Columns

☐ Gender ☐ Grade ☐ Course

☐ Fluency ☐ Ethnic Code ☐ Spec. Ed.

☐ Gate ☐ Cst. ELA ☐ Cst. Math

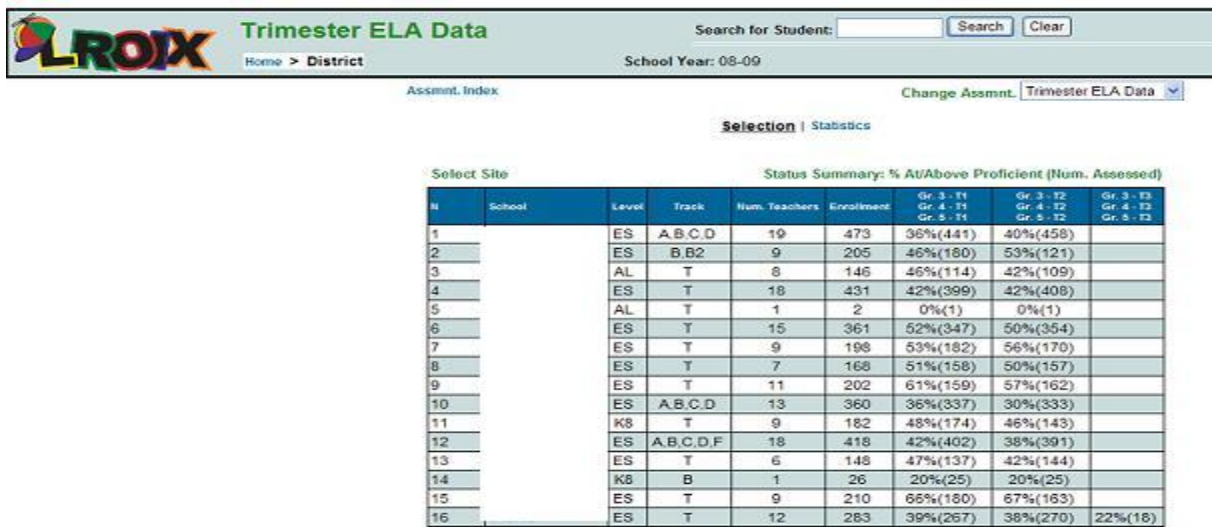
☐ Read Quint ☐ Math Quint ☐ ELL (CELDT)

☐ Enter Date

Users can select filters and additional columns for report. Available at the District, School and Teacher level.

District Summary

Displayed below is the view that all district level administrators can access for summary results by site. Along with the number of teachers and students represented, summary performance data—number and percent of students *At or Above Proficient*—are provided for each school in the district.



LROIX Trimester ELA Data Search for Student: **Search** **Clear**

Home > District School Year: 08-09

Assmnt. Index Change Assmnt. Trimester ELA Data

Selection | Statistics


Select Site Status Summary: % At/Above Proficient (Num. Assessed)

#	School	Level	Track	Num. Teachers	Enrollment	Gr. 3 - 11 Gr. 4 - 11 Gr. 5 - 11	Gr. 3 - 12 Gr. 4 - 12 Gr. 5 - 12	Gr. 3 - 13 Gr. 4 - 13 Gr. 5 - 13
1		ES	A,B,C,D	19	473	36%(441)	40%(458)	
2		ES	B,B2	9	205	46%(180)	53%(121)	
3		AL	T	8	146	46%(114)	42%(109)	
4		ES	T	18	431	42%(399)	42%(408)	
5		AL	T	1	2	0%(1)	0%(1)	
6		ES	T	15	361	52%(347)	50%(354)	
7		ES	T	9	198	53%(182)	56%(170)	
8		ES	T	7	168	51%(158)	50%(157)	
9		ES	T	11	202	61%(159)	57%(162)	
10		ES	A,B,C,D	13	360	36%(337)	30%(333)	
11		K8	T	9	182	48%(174)	46%(143)	
12		ES	A,B,C,D,F	18	418	42%(402)	38%(391)	
13		ES	T	6	148	47%(137)	42%(144)	
14		K8	B	1	26	20%(25)	20%(25)	
15		ES	T	9	210	66%(180)	67%(163)	
16		ES	T	12	283	39%(267)	38%(270)	22%(18)

B. LROIX Report Samples

School Summary

All teachers for a grade level and/or subject are listed for each school. The same summary data provided in the District Summary report described above can be viewed for all teachers at a site. A school summary is also provided.



Trimester ELA Data

Search for Student:

Search

Clear

Home > District > Site

School Year: 08-09

Assmnt. Index

Change Assmnt.

Trimester ELA Data

Selection

Statistics

Report


Select Teacher

Status Summary: % At/Above Proficient (Num. Assessed)

#	Teacher	Grades	Track	Num. Classes	Enrollment	Gr. 3 - T1 Gr. 4 - T1 Gr. 5 - T1	Gr. 3 - T2 Gr. 4 - T2 Gr. 5 - T2	Gr. 3 - T3 Gr. 4 - T3 Gr. 5 - T3
1		5	T	1	33	100%(33)	97%(31)	
2		4	T	1	33	58%(33)	47%(32)	
3		5	T	1	35	62%(34)	71%(35)	
4		3	T	1	20	0%(20)	50%(20)	
5		3	T	1	19	50%(18)	42%(19)	
6		3	T	1	20	95%(20)	95%(20)	
7		5	T	1	30	31%(29)	37%(30)	
8		5	T	1	33	20%(30)	35%(31)	
9		4	T	1	32	45%(29)	27%(30)	
10		4	T	1	32	37%(30)	19%(31)	
11		4	T	1	34	97%(33)	94%(32)	
12		3	T	1	20	50%(20)	45%(20)	
13		3	T	1	18	72%(18)	59%(17)	
14		3	T	1	19	53%(19)	32%(19)	
Summ.	Site	K - 5	All	14	378	56 % (366)	54 % (367)	0

Teacher Summary

Teachers can view summary information for their classes. The summary data include class by class and overall information. Displayed at the bottom left corner of the screen is the date/time the statistics were calculated, along with the date/time the data were last uploaded.



Q. Math Scores

[Home](#) > [District](#) > [Site](#) > [Teacher](#)

School Year:
08-09

Assmnt. Index

Change Assmnt.
Q. Math Scores

[Selection](#) | [Statistics](#) | [Report](#)

Select Class

% At/Above Proficient (Num. Assessed)

#	Class	Grade	Track	Enrollment	Q1	Q2	Q3	Q4
1	p2:c3010: ALGEBRA CD (Y)	8	T	27	96%(27)	100%(27)		
2	p3:c3010: ALGEBRA CD (Y)	8	T	26	100%(26)	100%(26)		
3	p5:c3010: ALGEBRA CD (Y)	8	T	28	93%(28)	100%(28)		
4	p7:c3035: GEOMETRY 1-2	8	T	30	90%(30)	76%(29)		
5	p8:c3035: GEOMETRY 1-2	8	T	31	90%(31)	90%(31)		
Summ.	Teacher	08	All	142	94 % (142)	93 % (141)	0	0

*Statistics data calculated : 5/20/2009 8:49:46 AM
*Data Uploaded : 5/19/2009 7:04:44 PM

LBUSD - Office of Research

B. LROIX Report Samples

Item Analysis

The Item Analysis is available at the District, School and Teacher level. This screen displays the descriptive statistics, average percent correct for each question, and also summarizes the students' responses for each question. The correct response for each item is flagged with an asterisk (*).

Summary By Assessment Period

Assessment Period: Unit1

Item Analysis

Version A									
Total Points:	20	Median:	15.50						
Std. Dev.:	3.87	Mean:	14.03						
Num. Stmts.:	33	Rel. Coeff. (KR21):	0.72						
High:	19	Low:	4						
No.	Pct. Corr.	Pct. Corr. Upper 27%	Pct. Corr. Lower 27%	A	B	C	D	E	NR
1	76 %	75 %	67 %	5	25*	2	1	0	0
2	52 %	92 %	0 %	7	2	17*	7	0	0
3	88 %	92 %	50 %	4	0	29*	0	0	0
4	73 %	75 %	67 %	24*	2	0	7	0	0
5	88 %	100 %	50 %	3	0	0	29*	0	1
6	79 %	100 %	83 %	4	3	26*	0	0	0
7	55 %	92 %	33 %	6	4	5	18*	0	0
8	67 %	92 %	33 %	6	22*	3	2	0	0
9	88 %	100 %	67 %	29*	1	2	1	0	0
10	70 %	75 %	33 %	0	2	8	23*	0	0
11	79 %	100 %	50 %	26*	7	0	0	0	0
12	85 %	100 %	50 %	2	1	28*	2	0	0
13	48 %	75 %	17 %	2	16*	11	4	0	0
14	58 %	83 %	17 %	19*	3	7	4	0	0
15	82 %	100 %	33 %	3	27*	1	2	0	0
16	82 %	100 %	17 %	27*	0	3	2	0	1
17	70 %	92 %	33 %	5	1	23*	3	0	1
18	33 %	58 %	0 %	7	11*	4	9	1	1
19	64 %	67 %	50 %	21*	4	1	5	1	1
20	70 %	92 %	33 %	5	23*	3	1	0	1

* indicates correct answer

B. LROIX Report Samples

Class Rosters

Student level data are available in different formats. The report below is a class list with the proficiency level color coded. A teacher can quickly reorganize the roster based on need by “clicking” on each column heading.

Summary By Assessment Period

Assessment Category: Cumulative Level

MD	Name	Gr. 4 - T1	Gr. 4 - T2	Gr. 4 - T3
		Advanced Proficient	Proficient	
		Not Proficient	Advanced Proficient	
		Not Proficient	Not Proficient	
		Advanced Proficient	Advanced Proficient	
		Not Proficient	Not Proficient	
		Advanced Proficient	Not Proficient	
		Not Proficient	Not Proficient	
		Proficient	Not Proficient	
		Partially Proficient	Not Proficient	
		Proficient	Proficient	
		Advanced Proficient	Proficient	
		Advanced Proficient	Not Proficient	
		Proficient	Proficient	
		Advanced Proficient	Advanced Proficient	
		Not Proficient	Partially Proficient	
		Not Proficient	Not Proficient	
		Proficient	Not Proficient	
		Not Proficient	Not Proficient	
		Advanced Proficient	Proficient	
		Advanced Proficient	Proficient	
		Partially Proficient	Proficient	
		Partially Proficient	Not Proficient	
		Proficient	Partially Proficient	
		Not Proficient	Not Proficient	
		Proficient	Proficient	

This report is a subtest class roster that groups the items in each skill area together and allows a teacher to see which areas the student has not mastered. The teacher can re-sort the data from an alphabetical list of student scores to a new listing of those who scored the highest to the lowest on a particular skill area. In addition, a teacher can sort from lowest score to highest.

Subtests

Subtest Details: ELA - Trimester 1

Unit: Gr. 4 - T1

Grade: 4

Advanced Proficient	Proficient	Partially Proficient	Not Proficient
7 - 0	5	4	3 - 0
1	-	-	0
1	-	-	0
3	-	2	1 - 0
2	-	-	1 - 0
1	-	-	0
1	-	-	0
2	-	-	1 - 0
2	-	-	1 - 0

Assessment

Identify Structural Patterns Found in Information

Make & Confirm Predictions About Text Using Id

Evaluate New Information & Hypotheses By Using Ide

Compare and Contrast Information in the Same Topic

Distinguish Between Cause & Effect in Expository T

Students Read & Respond To a Wide Variety of Signi

Describe the Structural Differences Of Various Imag

Identify the Main Events of the Plot, Their Causes

Use Knowledge of the Situation & Setting & of A Ch

ID	Name	Ident. Struct. Patterns, In Info	Make & Confirm Predictions, of Text	Eval. New Info, & Hypoths.	Compr. & Contrast, Info, in Same Topic	Disting. Btw Cause & Effect, Exp. Writ	Stds. Read & Respond To a Wide Variety of Signs	Descr. Struct. Diffs. of Var. Imag.	Ident. Main Plot Events	Use Knowledge of the Sit. & Setting, of A Ch.	Total	Pos.
		6	1	1	3	2	1	1	2	2	19	95
		2	0	0	0	0	1	0	0	1	4	20
		5	0	0	0	1	0	0	2	1	9	45
		7	1	1	2	2	1	1	2	1	18	90
		5	1	0	0	1	0	1	1	2	11	55
		6	1	1	2	2	1	1	2	1	17	85
		4	1	0	1	1	0	0	1	1	9	45
		5	1	0	2	2	1	1	2	2	16	80
		5	0	1	1	1	1	1	1	2	13	65
		6	1	0	2	1	1	1	2	1	15	75
		6	1	1	3	1	1	1	1	2	17	85
		6	1	1	3	2	1	1	2	2	19	95
		7	1	1	1	1	1	0	2	2	16	80
		7	1	1	1	2	1	1	2	1	17	85
		3	0	1	1	1	1	0	2	1	10	50

B. LROIX Report Samples

The report below is a student response report. It lists the students' names alphabetically with the question #s displayed across the top of the screen view. The percent correct for each student is included so a teacher can quickly see how his/her students did on the overall test. Each correct response is identified with a hyphen (-). The incorrect responses are labeled with the letter option of the distractor the student selected. The skill measured by each question is located in the pop-up window that is shown in the bottom right corner.

Response Report - Gr. 4

Correct Response - (dash)
Incorrect Response Stdnts. Resp. (A,B,C,D)
No Answer (space)

Skill Item Table Unit: T1

SID	Name	Item1 76% C	Item2 52% C	Item3 88% C	Item4 73% C	Item5 88% C	Item6 79% C	Item7 55% C	Item8 67% C	Item9 55% C	Item10 70% C	Item11 79% C	Item12 55% C	Item13 48% C	Item14 58% C	Item15 82% C	Item16 82% C	Item17 70% C	Item18 33% C	Item19 64% C	Item20 79% C	PL	Pct
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	B	-	AP	95
		C	A	A	-	A	B	C	C	B	C	-	-	D	B	-	D	A	C	D	A	NP	20
		-	A	-	-	-	-	A	-	-	C	B	-	A	D	A	-	-	D	-	C	NP	45
		-	-	-	-	-	-	-	-	-	C	-	-	-	C	-	-	-	-	-	-	AP	90
		-	D	-	-	-	-	C	C	-	-	B	-	-	C	-	-	A	-	-	-	NP	55
		A	-	-	-	-	-	-	-	-	C	-	-	-	C	-	-	-	-	-	-	AP	85
		-	A	A	D	-	-	A	D	-	-	B	D	C	C	D	-	-	D	-	-	NP	45
		A	-	-	-	-	-	C	-	-	-	-	-	-	-	-	-	-	A	D	-	P	80
		-	D	-	-	-	-	A	-	-	-	-	-	-	D	-	C	A	-	D	C	PP	65
		-	-	-	-	-	A	C	-	-	-	A	-	-	-	-	-	-	D	-	A	P	75
		-	-	-	D	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	C	AP	85
		-	-	-	D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	AP	95
		-	-	-	-	-	-	-	-	-	-	-	-	C	C	-	-	-	-	-	D	P	80
		-	-	-	-	-	-	-	-	-	B	-	-	-	-	-	-	-	-	-	-	AP	85
		D	A	A	-	A	-	-	-	-	C	-	-	A	D	-	-	-	-	-	-	NP	50
		-	D	-	B	-	-	-	D	C	B	B	A	C	-	-	-	-	-	-	-	NP	25
		-	B	-	-	-	-	-	A	-	-	B	-	C	-	-	-	-	-	-	-	P	70
		A	A	-	D	-	A	C	A	-	-	-	D	C	-	-	-	-	-	-	-	NP	55
		-	-	-	-	-	-	-	-	-	-	-	-	-	C	-	-	-	-	-	-	AP	85
		-	-	-	-	-	-	-	-	-	-	-	-	-	C	-	-	-	-	-	-	AP	95
		-	-	-	-	-	A	B	-	-	C	-	-	C	B	-	-	-	-	-	-	PP	65

Skills Gr. 4 - T1

Skill Name	Items
Cause and Effect	3,12,20
Compare/Contrast	4,14,17,18
Genre	5,13,15
Inference	7,10
Literal	11
Main Idea	2,9,19
Predict	16
Sequence	1,6,8

C. Mock CAHSEE

Mock CAHSEE

To ensure students' success on state-mandated, high stakes exams, the district administers the Mock California High School Exit Exam (CAHSEE) to evaluate all ninth grade students' for early intervention needs.

Passage of the CAHSEE became state law in 2006 to satisfy one of the requirements to earn a high school diploma. To supplement a benchmark assessment for grade 9 English, students take a mock of the California High School Exit Exam in May to be evaluated for their preparedness for the official exam, which is administered their sophomore year. The purpose of this assessment is to make early predictions on students' performance on the CAHSEE and ensure that they are provided ample resources and opportunities to pass the exit exam. Close to 7000 9th grade students take the exam in order to demonstrate their mastery of grade-level skills in English-language arts and math as identified by the California State Board of Education. Following the results, additional interventions are determined by each student's performance on the math and English-language arts sections, which comprise of select questions from released test questions from the CDE. Additionally, 11th and 12th grade students who are deemed "intervention candidates" and have yet to pass both sections continue to take the Mock CAHSEE between October and November and receive additional CAHSEE preparation instruction and other remedial services such as tutoring and workshops.

Fifty release questions for math and English-language are carefully evaluated each year according to strand (e.g. Number Strand, Word Analysis, etc.) and are selected by the curriculum leaders from the math and English curriculum offices. Particular attention is paid to district trends based on recent performance data. The assessment data are accessed primarily through LROIX, where the data are summarized into diagnostic reports for teacher, school and district purposes. The district tracks test results by teacher, which allows principals access to student data that are aggregated by concept, skill and performance level for any or all teachers in a school. The district also creates a number of ranking lists to help schools identify low-performing students needing remedial assistance. Students are identified as "Passing," "Borderline," "Low," or "Chance." District officials work with principals to help understand the available data and the LROIX. Teachers access classroom and item analysis reports and determine intervention needs for all students. The district uses the data to determine summer school interventions and professional development needs. The data are also used to inform course pacing and develop any additional preparation programs.

Mock CAHSEE Sample Reports

Reports can be generated using local scanning software provide item analyses reports by student. A sample of such a report is displayed below. This can be printed and distributed back to the student so they can utilize the report along with the Mock CAHSEE exam to determine which questions h/she missed (Reports A & B). By reviewing the correct response and the item distractors for each item missed, this report gives both students and teachers valuable information.

Our newest Mock CAHSEE reports provided on LROIX allow teachers to review which items were missed by the most students. Intervention instruction at the classroom and student level can be planned based on the review of this data. School administrators and teacher coaches facilitate teacher efforts by using school-level data (Report C).

C. Mock CAHSEE

Report A: Student Response

Student Test Report On MATH 1 A

Course #: MOCK MATH_CABRILLO

Instructor: CABRILLO

Course Title: Mock Math Spring

Description: CABRILLO - SPRING

Day/Time: MOCK MERGE

Term/Year: 07-08

Student Name: ABAN, JOSEPHRICK Student ID: 108125019 Code:										
	Possible Pts.	Raw	Objective	Subj./Essay	Percent					
MATH 1:	50.00	26.00	26.00		52.00%					
<div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Response Description: </div> <div style="border: 1px solid black; padding: 5px; width: 80%;"> <div style="display: flex; justify-content: space-between; font-size: small;"> <dash> correct response <#> multiple marks <space> no response </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <alphabet> student's incorrect response <*> bonus test item </div> </div> </div>										
Test Items:	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Test Key:	A, B, C, B, A	C, D, D, C, B	C, B, D, C, D	A, C, A, C, C	D, D, C, A, A	D, D, D, D, A	C, D, B, D, D	B, B, C, A, C	A, C, B, B, D	A, A, B, C, A
Answers	- , C , - , - , -	A , C , - , B , D	A , A , A , A , B	- , - , - , - , -	- , - , A , D , B	- , C , - , B , -	- , - , A , - , A	- , - , - , - , -	- , A , - , C , C	- , B , C , D , C
Remarks:										

List of Student's Multiple/Omitted Responses and Items with Multiple Answers:

No multiple/omitted mark answers or answer keys found on this test.

Report B: Subtest Summary

Individual Subtest Report On ELA1

Course #: MOCK ELA_CABRILLO

Instructor: CABRILLO

Course Title: Mock ELA Spring

Description: CABRILLO - SPRING

Day/Time: MOCK MERGE

Term/Year: 07-08

Student Name: ABAN, JOSEPHRICK

Student ID: 108125019

Overall Performance

Minimum Requirement: 0 out of 5 subtest(s)

Student's Performance: 2 out of 5 subtest(s)

Passed All Required Subtests? Yes

Status: N/A

Each Subtest Performance

No.	Subtest Name	Subtest Description	Required		Possible		% Required		Status
			to Pass	Points	To Pass	Points	Score	Score	
1	SCORE1	LITERARY RESPONSE	No	14.00	70.00%	11.00	78.57%		
2	SCORE2	READING COMPREHENSION	No	15.00	66.00%	8.00	53.33%		
3	SCORE3	WORD ANALYSIS	No	6.00	66.00%	2.00	33.33%		
4	SCORE4	WRITING CONVENTIONS	No	7.00	71.00%	6.00	85.71%		
5	SCORE5	WRITING STRATEGIES	No	8.00	62.00%	3.00	37.50%		

C. Mock CAHSEE

Report C: School Summary

Mock CAHSEE - Site - Windows Internet Explorer

http://research/OpenCourt/Pages/Site.aspx?PageKey=180&TabChange=1

File Edit View Favorites Tools Help Links

Mock CAHSEE - Site

LROIX Mock CAHSEE Search for Student: Search Clear Advanced

Home > District > Site School Year: 07-08 Cabrillo User Guide Log Out

Assmnt. Index Change Assmnt. Mock CAHSEE

Selection | **Statistics** | Report

Filters

Grade: All Gender: All

Course: MCAHSEE ELA CST Score: All

Ethnicity: All Fluency: All

Math CST Score: All Gifted: All

SpecialEd: All Math Quintile: All

Reading Quintile: All ELL (CELD Scores): All

Apply Filtering

Report Type: Grade

☒ All Levels ☐ Above/Below Prof. PDF Report

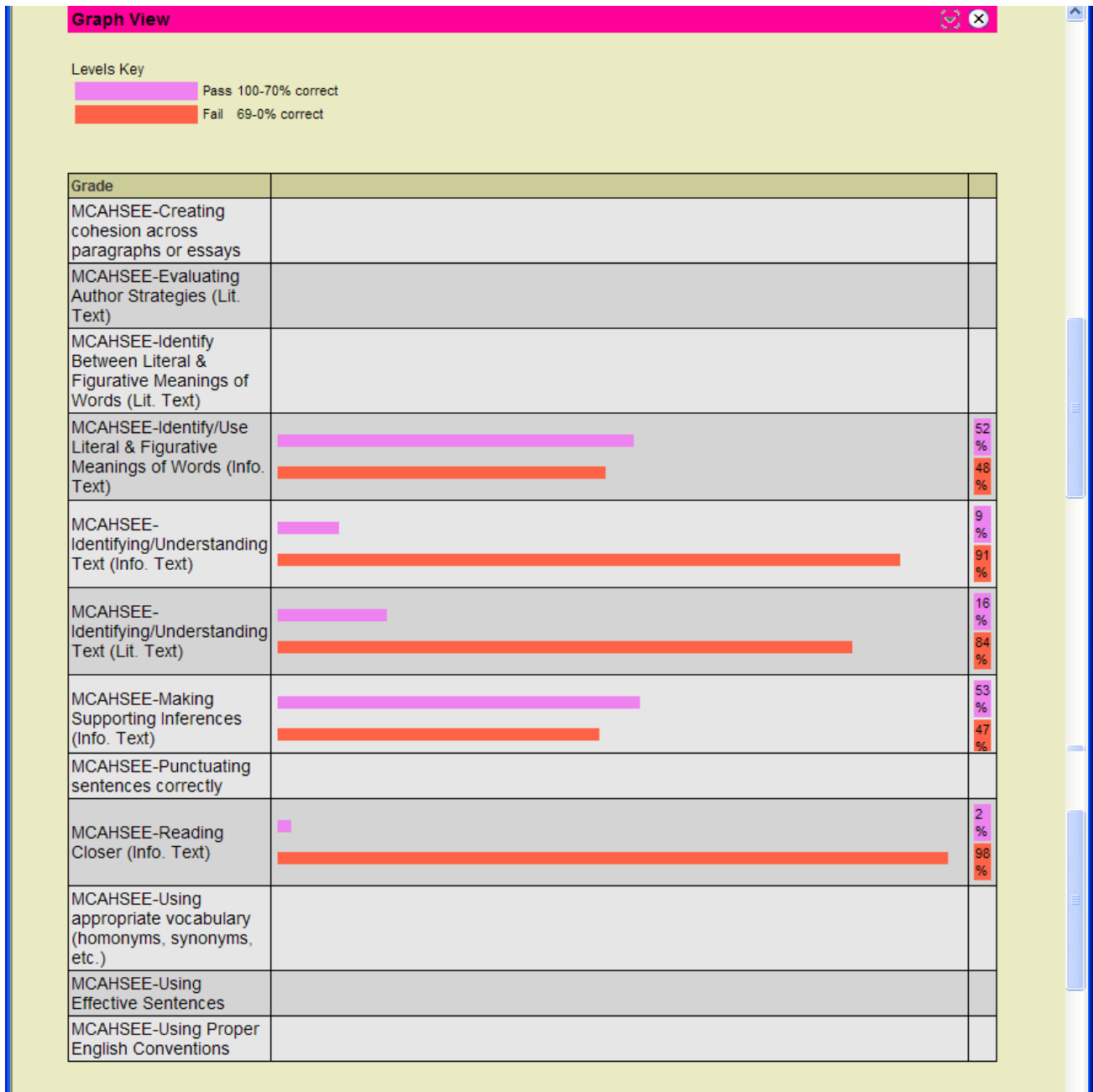
Summary By Assessment Period Assessment Period: ELA

List View

Grade	Num. Students	Num. Assessed	Avg. Pct.	Avg. Rubric	Passing	Borderline	Low	Chance	Subtest Scr.
09	1014	912 (90 %)	58.5	3.0	45 %	19 %	29 %	7 %	View
10	883	0 (0 %)	0.0	0.0	0 %	0 %	0 %	0 %	View
11	734	166 (23 %)	49.7	2.6	25 %	23 %	45 %	8 %	View
12	720	59 (8 %)	30.5	1.7	3 %	5 %	53 %	39 %	View
Site Summary	3351	1137 (34 %)	55.8	2.9	40 %	18 %	33 %	8 %	View

Assessment	Num. Assessed	Num. Items	Pass Cut	Avg. Score	Pass	Fail
MCAHSEE-Creating cohesion across paragraphs or essays	0	2.0	2.0			
MCAHSEE-Evaluating Author Strategies (Lit. Text)	0	5.0	3.0			
MCAHSEE-Identify Between Literal & Figurative Meanings of Words (Lit. Text)	0	2.0	2.0			
MCAHSEE-Identify/Use Literal & Figurative Meanings of Words (Info. Text)	912	5.0	3.0	3.8	52 %	48 %
MCAHSEE-Identifying/Understanding Text (Info. Text)	912	4.0	3.0	9.4	9 %	91 %
MCAHSEE-Identifying/Understanding Text (Lit. Text)	912	2.0	2.0	3.7	16 %	84 %
MCAHSEE-Making Supporting Inferences (Info. Text)	912	6.0	4.0	3.5	53 %	47 %
MCAHSEE-Making Supporting Inferences (Lit. Text)	0	6.0	4.0			
MCAHSEE-Punctuating sentences correctly	0	9.0	6.0			
MCAHSEE-Reading Closer (Info. Text)	912	2.0	2.0	9.0	2 %	98 %
MCAHSEE-Using appropriate vocabulary (homonyms, synonyms, etc.)	0	3.0	2.0			
MCAHSEE-Using Effective Sentences	0	2.0	2.0			
MCAHSEE-Using Proper English Conventions	0	2.0	2.0			

C. Mock CAHSEE



D. 2007-2008 District Assessments Chart

Assessment	First Implemented	Schedule	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmarks															
Benchmark Books	1996-97	1-3 times/year	X	X	X	X	X	X							
LANGUAGE! Exit Exam	2007-08	End of year							X	X	X				
Basic Math Facts & Math Application	1996-97	At least 2/trimester			X	X	X	X							
Integers	1998	At least 2/semester							X	X	X				
Mock High School Exit Exam	2002-03	May/Oct.-Nov.										X		X	X
PLAN	New for 2008-09	November											X		
PSAT	2003-04	October											X		
Formative/Summative															
Art <i>Ceramics, Drawing & Painting, 3-Dimen.</i>	2001-02	End of Course							X			X	X	X	X
Computers <i>Computer Apps. & Intermediate Computers</i>	2005-06	End of Course							X	X	X	X	X	X	X
English-Language Arts <i>Grades 6-8, 10-12 (1st sem. only)</i>	2002-03	End of Course							X	X	X		X	X	X
English Language Development <i>ELD I, II, III</i>	2001-02	End of Semester & Course							X	X	X	X	X	X	X
Health <i>Grade 7, High School Health & SDC</i>	2003-04	End of Course								X		X			
Foreign Language <i>French 1-2, German, 1-2, Italian 1-2, Japanese 1-2, Spanish 1-2 & 3-4</i>	2002-03	End of Course							X	X	X	X	X	X	X
History/Social Science <i>Grades 6-8, Economics, Government, Modern World History, US History</i>	2001-02	End of Semester & Course							X	X	X		X	X	X
Math – Elementary <i>(MAP²D not optional)</i>	2004-05	End of Trimester	X	X	X	X	X	X							
Math – Middle & High School <i>Grades 6-8, Pre-algebra, MS/HS Algebra AB & CD, MS/HS Geometry, Int. Algebra, Precalculus</i>	2001-02	End of Quarter, Semester & Course							X	X	X	X	X	X	X
Science <i>Grades 4, 6, 7, Biology 1-2, Chemistry 1-2</i>	2003-04	End of Course					X		X	X		X	X	X	X

E. Test Specifications

7th Grade Science (Semester Version) - 2007-2008 E.O.C. Exam. Specifications

Standard Set	Standard	Highest Cog. Level	# of Days In Course Outline	Percent of Instruction Time	# of Qs out of 50	Notes	Std Set % of Qs	Std Set # of Qs
Cell Biology	7-1a	comprehension	3	3%	2		24%	12
	7-1b	knowledge	6	7%	2	One question on microscope use/function at comprehension level (Std. 7a)		
	7-1c	comprehension	2	2%	1			
	7-1d	comprehension	7	8%	3	< rounded down by one		
	7-1e	comprehension	4	4%	2			
	7-1f	application	3	3%	2			
Genetics	7-2a	comprehension	5	6%	3		24%	12
	7-2b	comprehension	4	4%	2			
	7-2c	application	4	4%	2			
	7-2d	application	4	4%	2	Punnett squares not required		
	7-2e	comprehension	5	6%	3			
Evolution	7-3a	application	4	4%	2		20%	10
	7-3b	comprehension	3	3%	2			
	7-3c	application	6	7%	2	< rounded down by one		
	7-3d	comprehension	4	4%	2			
	7-3e	application	4	4%	2			
Earth and Life History								
	7-4	Moved to 6th grade to accommodate 1 semester 7th grade science						
Structure and Function of Living Things	7-5a	comprehension	6	7%	2	< rounded down by one	22%	11
	7-5b	comprehension	2	2%	1			
	7-5c	application	4	4%	2			
	7-5d	comprehension	2	2%	1			
	7-5e	comprehension	1	1%	1			
	7-5f	comprehension	3	3%	2			
	7-5g	comprehension	3	3%	2			
Physical Principles in Living Systems								
	7-6	Moved to 8th grade to accommodate 1 semester 7th grade science						
Investigation & Experimentation	7-7a	application	Embedded Instruction		3		10%	5
	7-7b	application			0	(N/A) using resources for research		
	7-7c	application			1			
	7-7d	application			1			
	7-7e	application			0	(N/A) creating reports and presentations		
TOTALS			89		50			

Test questions are to be multiple choice, with four answer choices.

The focus of the questions is to be the major concepts, big picture understanding, and key knowledge points as presented in the CA Science Framework. Enhanced questions, where students draw conclusions from a diagram or data are preferred.

F. District Assessments Brochure

HOW SHOULD I PREPARE MY STUDENTS?

Teaching to the content and skills (*not* the specific items) is recommended. The use of alternate forms or release forms (e.g. writing prompts, last year's benchmark books, old exams) will not artificially inflate student scores. These tests are designed to assess course materials.

Data integrity is therefore vital. It is unethical to review any secure forms of the test and teach the skill in the days prior to testing. Validity and accuracy of data are imperative for meaningful progress. Providing students with opportunities to practice the skills tested and using teacher-developed, curriculum embedded materials, and release forms of the test to monitor student progress regularly are highly encouraged.

TEST ADMINISTRATION & SECURITY

Like state tests, district assessments also have standardized directions. Standard administration conditions create a level-playing field for all students and make it possible to compare their scores. Deviations from directions can invalidate scores.

The assessments are secure, copyrighted exams and should be treated in the same manner as state-mandated tests. Reproducing, sharing, modifying or displaying these exams is strictly prohibited. All exam materials need to be accounted for at all times.

TEST VARIATIONS, ACCOMMODATIONS & MODIFICATIONS

A test variation is defined as a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications, which should be used only when the student cannot take the test unless these adaptations are made.

Students must be allowed to test with any accommodations or modifications that are specified in their Individualized Education Program (IEP) or Section 504 Plan. English learners are allowed certain testing variations unless they also have an IEP or Section 504 Plan.

CURRICULUM LEADERS

To reach a Curriculum Leader, dial (562) 997-8000 followed by the extension listed below:

ENGLISH LANGUAGE DEVELOPMENT

Donna Ryono (K-5).....Ext. 2905

Elizabeth Hartung-Cole (6-12).....Ext. 2904

FOREIGN LANGUAGE

Elizabeth Hartung-Cole.....Ext. 2904

HEALTH EDUCATION

Robin Sinks.....Ext. 2967

HISTORY/SOCIAL SCIENCE

Linda Mehlbrech.....Ext. 2956

LANGUAGE ARTS/LITERACY

Donna Ryono (K-5).....Ext. 2905

Sandy Rogers (6-8).....Ext. 2955

Pia Alexander (9-12).....Ext. 2955

MATHEMATICS

Rebecca Afghani.....Ext. 2962

SCIENCE

Eric Brundin.....Ext. 2963

TECHNOLOGY

Vanitha Chandrasekhar.....Ext. 2960

VISUAL ARTS

Sandy Lucas.....Ext. 8316

DISTRICT ASSESSMENTS



Information Guide for Beginning Educators

Prepared by
Office of Research, Planning & Evaluation

WHAT ARE DISTRICT ASSESSMENTS AND WHY ARE THEY GIVEN?

"Assessment that monitors student progress helps steer instruction in the right direction. It signals when alternative routes need to be taken or when the student needs to backtrack to gain more forward momentum"—CA Dept. of Education, 2007

District assessments are locally developed, standards-based examinations that are administered regularly on selected academic subjects. They serve to provide data to:

- Inform course grading and student placement
- Determine the effectiveness of the curriculum in each subject
- Ensure course content is focused on state standards
- Reinforce district-wide standards and instructional methods
- Predict student performance on high stakes, state-mandated assessments

HOW ARE THEY DESIGNED AND WHO IS INVOLVED?

They are collaboratively designed and reviewed by a network of curriculum leaders, coaches, department heads, teachers and research staff. Test specifications and blueprints are aligned to curriculum maps and state content standards to support and enhance instruction. Printing, distribution, scanning and reporting are all managed through the Office of Research, Planning and Evaluation.

HOW ARE THE DATA UTILIZED?

District assessments reinforce organizational goals by enabling administrators and educators to make consistent decisions based on immediate, contextualized data. This fosters more meaningful dialogue between all stakeholders:

- District offices conduct accountability studies and program evaluations. Recommendations to the Board of Education are based on summative data. Professional development and instructional material needs are also determined.
- Curriculum leaders consult with coaches, department heads and teachers to identify trends and discuss best practices. Instructional goals and strategies are re-evaluated and implemented into curriculum maps and course outlines.

WHICH COURSES USE DISTRICT ASSESSMENTS?

Test dates are available at www.lpschools.net by going to [Quick Guide](#), then [Schools](#), and clicking on [Test Schedules](#).

CURRICULUM	COURSE	SCHEDULE
ENGLISH LANGUAGE DEVELOPMENT	ELD I, II & III (6-8 & 9-12)	End of semester & course
FOREIGN LANGUAGE	French 1-2 German 1-2 Italian 1-2 Japanese 1-2 Spanish 1-2 & 3-4 Spanish for Spanish Spkrs. 1-2	End of course
HEALTH ED.	Grades 7, 9-11 High School SDC	End of course
HISTORY/SOCIAL SCIENCES	Grade 6: Ancient World Hist. Grade 7: Medieval World Hist. Grade 8: US History Grade 10: Modern World Hist. Grade 11: U.S. History Economics U.S. Government	End of semester & course
LANGUAGE ARTS/LITERACY	Grades 3-5, 6-8 & 10-12	End of trimester, semester & course
MATHEMATICS	Grades K-7 Pre-Algebra Algebra AB, CD & 1-2 Geometry Int. Algebra Precalculus	End of quarter, trimester & semester
SCIENCE	Grades 4, 6 & 7 Biology 1-2/Biology 1 & 2 Chemistry 1-2/Chemistry 2 Earth Science 1-2	End of course
TECHNOLOGY	Int. Computers (6-8) Computer Applications (9-12)	End of course
VISUAL ARTS	Drawing & Painting 1-2 3-Dimensional Art 1-2 Ceramics 1-2	End of course

HOW DO I INTERPRET THE RESULTS?

Teachers utilize the formative and summative data in their classrooms by tailoring instruction and methodology to monitor progress and diagnose individual student needs. The data are also used by teachers to evaluate incoming students for next year. Results are calculated into course grades. After exams are processed at research, the data are aggregated into reports that may include:

- Roster Report on Total Grade
- Subtest Class Criteria
- Score Distribution Histogram
- Subtest Class Summary
- Class Response
- Subtest Class
- Standard Item Analysis

ADDITIONAL ASSESSMENTS

The district also administers other diagnostic assessments as part of a comprehensive effort to determine retention and promotion policy.

- Benchmark Books (Grades K-8)
- LANGUAGE! Exit Exam (Grades 6-8)
- Math Facts/Application & Integers (Grades 2-8)
- Mock California High School Exit Exam (Grades 9, 11 & 12)
- PSAT (Grade 10)

HOW DO I ACCESS MY STUDENTS' DATA ONLINE?



LBUSD RESEARCH OFFICE INTRANET

Accessible at: <https://researchweb.lbUSD.k12.ca.us>

USER SUPPORT: (562) 997-8653

An assigned UserName and password are required to create an account. Once initiated, data can be accessed through the Academic Data Browser.

Appendix C3.I

California Brokers of Expertise Project Summary and Report on Phase 1 Pilot

California Brokers of Expertise Project

Brokers of Expertise (BOE) is a project that emerged from recommendations by the California P-16 Council to the Superintendent of Public Instruction as a means of addressing California's achievement gap. This project is supported by every sector of the educational community, from prekindergarten through postsecondary education and widely supported by a number of philanthropic organizations. These partner organizations include the William and Flora Foundation, the James Irvine Foundation, the Stuart Foundation, the Spencer Foundation, and the Verizon Foundation, to name a few.

Twenty-one representatives of county offices of education, school districts, and partner organizations provided input and support for BOE. Under the direction of the California Department of Education (CDE), the California K-12 High Speed Network, the Imperial County Office of Education, and the Butte County Office of Education led the development of BOE. The CDE and its partner organizations are uniquely positioned—and in fact—obligated to fill this void and become a “broker of expertise” for California schools. For this reason we called this project, Brokers of Expertise (BOE).

BOE is a knowledge management system that gathers available educational research and resources that meet high standards, expertly cull the data for meaningful trends, and develop workable strategies specific to implementing that research into California's extraordinarily diverse schools. BOE provides the opportunity for thousands of outstanding educators from San Diego to Siskiyou to share their expertise and learn of the latest innovations from their colleagues throughout the state as well as our world-class research and academic communities. No longer will we be limited by geography as we build a bridge to our islands of excellence. BOE will provide the opportunity to combine, in a potentially revolutionary way, the expertise and innovations of California's technology community with our educational community as we prepare California's next generation of educators.

The vision for BOE is to create a vehicle that puts high-quality, innovative, standards- and research-based materials and resources at the finger tips of our state's educators. This tool allows teachers, principals, and all education stakeholders to communicate, share, and network with their peers in other buildings and districts across the state, and eventually across the country. To complement this technology-based tool, BOE also facilitates the development of statewide communities of practice such as grade-level workgroups, Advancement Via Individual Determination (AVID) work groups and, Beginning Teacher Support and Assessment (BTSA) groups, among many others.

The primary goal for BOE is to increase student achievement by improving instruction and support services in California schools. The goal is to eventually provide resources and guidance to educators, counselors, parents, and students on strategies such as multiple pathways to college and career. It is built with an emphasis on ensuring access to, and focusing on, educators serving students who are low-income; minorities; immigrants; limited English-language proficient, and at imminent risk of dropping out of school. BOE can do all this by capitalizing on teacher's expertise in a variety of subject areas. It encourages educators to collaborate in developing curriculum that applies academic knowledge and skills to concrete, real-world problems. It stimulates the creation and growth of high quality professional development for educators. It advances the opportunities for innovative instructional practices that are aligned to a standards-based academic curriculum such as cooperative, interactive, project-based, and work-based learning. It identifies and documents promising and best practices that can be replicated throughout California.

Quality control for BOE is a very high priority. Every aspect of BOE is overseen through various levels of review. Infrastructure and technology development is overseen by the Department of Education and approved by the Office of the Chief Information Officer for the State of California. Content identification, acquisition, and integration procedures are monitored by the California Department of

Education and trusted partners such as member California County Superintendents Educational Services Association's (CCSESA) member organizations, curriculum specialists from school districts and county offices of education, and other organizations such as the American Association for the Advancement of Science, Council for Economic Education, National Council of teachers of English, just to name a few. To date, contributors to BOE include Microsoft, University of California, WestEd, University of Arizona, Verizon's Thinkfinity collection, among many others.



Brokers of Expertise: Report on Phase I Pilot Implementation

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TABLE OF CONTENTS

I. Introduction	1
II. Background on Brokers of Expertise	2
III. Summary of Literature: Online Supports for Teachers	4
IV. Data Collection	11
V. Findings	15
VI. Conclusion and Recommendations	56
Appendix A - Examples of Online Resources for Teachers	62
Appendix B - Baseline Survey Items	64
Appendix C - Post-Pilot Survey Items	68
Appendix D - Interview Protocol	72
Appendix E - Open-Ended Survey Responses	74

I. Introduction

This report examines the initial implementation of the Brokers of Expertise (BoE) site with 35 pilot teachers from March 2009 to June 2009. As part of this examination, we explored the site, reviewed program documents, talked with BoE leaders, assessed the research literature on web sites for instructional resources and teacher networking, helped to design a survey of pilot participants, interviewed a sample of participants, and analyzed the data from these interviews and surveys as well as from earlier surveys of pilot participants. In what follows, Section II provides a background on BoE; Section III summarizes the rather small literature on online supports for teachers; Section IV describes our primary data collection; Section V summarizes our findings; and Section VI provides recommendations for website improvement.

“I now am able to incorporate a much more diverse spectrum of valuable resources into my classroom which benefits both my students and myself.”

- BoE Pilot User

Overall, we find evidence that online resource and collaboration sites have the potential to provide meaningful benefits to teachers, and that the BoE site, in particular, shows great promise. Participants were enthusiastic about the quality of the resources, the overall design of the site and the potential to collaborate. However, the current site has shortcomings that hinder its effective use. The resource repository is uneven across standards in the quantity and diversity of resources available; the mechanisms for sharing resources are difficult for teachers; the protection policies for open-sharing are not clearly articulated; and some site design issues, including the lack of instant messaging, constrain collaboration. We make recommendations in keeping with these and other findings.

II. Background on Brokers of Expertise

Brokers of Expertise (BoE) emerged from recommendations by the California P-16 Council to Superintendent of Public Instruction O'Connell and was supported by a number of philanthropic organizations in its initial development through June 30, 2009. Its goal is to provide a new level of connection and cohesion across educators in all regions of the system so that all schools in California, regardless of their performance, can benefit from increased knowledge about how to close the achievement gap and to raise student achievement. One key outcome is to create the capacity at the state level to provide ongoing assistance to low-performing schools that continue to struggle to raise student achievement. BoE addresses the recommendation of the P-16 Closing the Gap Council to provide a vehicle for better sharing of best practices and resources across the state, especially those based on the California Content and Professional Standards.

The project will be implemented in a series of phases until its public launch in July 2010. During the initial phase, the platform has been created and tested by 35 teachers from schools representing the diversity of California, 11 navigators to provide support and guidance to teacher teams. Twenty-one representatives of county offices of education, districts and partner organizations provided input and support for BoE development. The California K-12 High Speed Network and Imperial County Office of Education have led this phase of development with Butte County Office of Education.

Initially, content acquisition focused on standards-based Algebra 1 and fourth grade language arts resources, followed by English Language Development and Career Technical Education resources. In addition, larger collections such as ThinkFinity have enriched the site in other content areas. In July, Brokers of Expertise included 9,046 resources; Butte County Office of Education has continued to identify additional resources, including California History Social Science Course Models Online, National Geographic JASON Project, Discovery Education Series and New York Times Learning Network.

Brokers of Expertise has been formed as a Community of Practice to center on teaching and learning focused on success for diverse students and schools. Geared to the California Content Standards, it seeks to stimulate educators to explore standards-aligned resources and create effective ways to use them and to share knowledge with others. The Brokers of Expertise Community of Practice is designed to provide a safe place to share both success stories

“I think the content of the site is fantastic. My only suggestion would be to identify which resources could be used with the various ability groups in a class.”

- BoE Pilot User

and struggles, to ask questions and to pursue new ideas with others. Information collected and shared continually throughout implementation will provide opportunity for its community to improve resources and to resolve emerging challenges.

Beginning in March 2009, Pilot Teachers worked individually and collaboratively on the Brokers of Expertise site in Algebra 1 or fourth grade language arts as part of the initial work to establish cadres of teachers to participate in learning communities centered on the BoE platform. Thirty-five teachers were identified and the group screened to represent the diversity of California schools. Each teacher identified a relevant California Content Standard in Algebra 1 or fourth grade literacy to locate and use related BoE resources as appropriate in the classroom with students. Teachers were expected to participate with others in the “BoE Community of Practice” regarding their use and to provide feedback on resources and methods utilized. Navigators (support providers) each guided and encouraged three Pilot Teachers in the initial Community of Practice, creating a support system appropriate to the expertise, needs and interests of teachers in each group. Navigators collaborated with their peers to develop effective practices to encourage the development of the new online collaborative community to access standards-aligned resources and share practices to improve teaching and learning. Navigators were supported in their own work by members of the Content, Community Pilot, and Technology Teams, formed to provide input for the development and first phase of Brokers of Expertise.

Plans for Next Phase

In its next phase from July 2009 through June 2010, Brokers of Expertise will increase the numbers of standards-based materials in all content areas. Brokers of Expertise will identify research, exemplary models of instruction and high quality professional development resources for addition to the site. Tools and strategies will be strengthened to increase collegial connections for teachers to identify and develop effective lessons for their students. Cadres of teachers will participate in communities of practice on the Brokers of Expertise platform. A limited number of schools and organizations that represent the diversity and needs of California will collaborate to develop effective support systems for new users who will join Brokers of Expertise when it is public in June 2010. Brokers of Expertise will partner with a variety of new organizations to support this effort, including institutions of higher education to use Brokers of Expertise resources in educational credentialing and certification programs.

III. Summary of Literature:

Online Supports for Teachers

In contrast to the large body of research examining how students use technology, surprisingly little research has been done on teachers' use of technology, specifically their use of online resources. This review of the literature describes the findings of research on teachers' use of technology – including studies based on surveys of teachers; case studies exploring why and how teachers use technology; examples of research on teacher technology use outside the U.S. – and it describes studies of the effects of professional development focused on increasing teachers' technology use. It also briefly places the research on online supports for teachers in the context of the larger set of findings on teacher professional development more generally.

Evaluation of Online Resources for Teaching

Research on the effects of sites similar to BoE is very small in scale. What does exist provides indication that teachers gain benefits from access to online information and communication.

Only one set of studies examines the effects of an online resource for teachers somewhat similar to the Brokers of Expertise.¹ These studies are based on teachers' use of Altered Vista, an online collaborative information filtering system – that is, one based on propagating word-of-mouth opinions and recommendations about teaching resources by other teachers with similar values. Altered Vista specifically allows users to submit reviews about the quality of internet teaching resources which are kept in a recommendation database. The system also connects users who share similar interests for further communication and collaboration. Recker, Walker, and Lawless (2003) examined the results of three studies of teachers' use of Altered Vista and conclude that collaborative information systems such as this are effective at helping teachers find useful resources and creating a community of teachers with similar interests and beliefs.

¹ For a description of similar sites see Appendix A.

Surveys of Teachers' Use of Technology

The use of technology in the classroom varies systematically across teachers and schools. While classroom use is different from the use of online teaching supports such as BoE; this prior research may indicate that the capacity of teachers to use BoE – either because of expertise or because of access to technology at school – may also vary systematically, with teachers of low-income, low-performing students less likely to access the site without supports.

A number of studies have surveyed teachers on why and how they use technology. In 1999, the National Center for Education Statistics surveyed 2,019 teachers throughout the nation about their use of computers and the Internet (Smerdon, Cronen, Lanahan, Anderson, Iannotti & Angeles, 2000). The study found that technology is not evenly distributed – with high minority schools being less likely to have Internet available in the classrooms. Furthermore, even among those schools with technology available, teachers in low minority and low poverty schools were more likely than teachers in high minority and high poverty schools to use technology. In 1999, the greatest barriers to teachers' use of technology appeared to be not having enough computers, lacking release time to learn how to use technology, and schedules not being conducive to students' use of computers in the classroom. Similarly, using data from a nationally representative survey of fourth through twelfth grade teachers, Becker (2000) found that the use of computers in academic subject classes as a teaching tool is positively related to the number of computers present in the classroom; the level of the teacher's technical expertise; whether the teacher has a constructivist teaching philosophy (rather than a standards-based, accountability-oriented approach); the teacher's orientation toward depth rather than breadth; and block scheduling structures.

Russell, Bebell, O'Dwyer, and O'Conner (2003) surveyed 2,864 teachers in Massachusetts about the extent to which they use technology for instructional purposes. They found that teachers tend to use technology more for preparation and communication than for delivering instruction or student assignments. However, they found teacher technology use to vary by experience – with newer teachers tending to use technology more for preparation and more experienced teachers being more likely to use it for delivering instruction or student activities. To further examine how teacher technology use varies by experience, Russell, O'Dwyer, Bebell, and Tao (2007) examined the same survey data with additional information about teacher experience overall and at their current school. They found that teachers with six to ten years of experience use technology

resources more than other teachers (with less or more experience). In comparing the technology use of new and veteran teachers, the former appear to utilize online resources more than the latter. Most recently, Barker (2009) administered a survey to 622 science teachers across the nation and found that teachers more highly valued using the Internet for teaching if they had more technology equipment (such as working computers) in their classroom and more years of teaching experience.

Case Studies of Teachers' Use of Technology

Studies of teachers' technology use to date show that teachers who use the internet to support instruction often do so sporadically and on the margins, for resources such as supplementary lessons. Online resources have been most useful when they have fit well with the curricula that teachers were already using. As such, BoE's attention to California standards is likely to add to its usefulness.

Some researchers have conducted case studies to examine teachers' use of technology in the classroom and investigate why and how technology is adopted. An oft cited study by Cuban, Kirkpatrick, and Peck (2001) investigated the use of technology in the classroom at two high schools and found that access to equipment and software seldom led to prolific technology use in schools. Most teachers in these well-equipped schools remained occasional technology users or nonusers. Additionally, teachers generally used computers in the classroom to sustain rather than genuinely alter existing teaching practices. Di Benedetto (2005) concludes:

Many teachers have access to an unprecedented amount of instructional technology in their classrooms. However, there is little evidence showing that teachers integrate technology within the curriculum on a regular basis (p. 2).

Buckenmeyer and Frietas (2005) similarly lament:

It's a fact: teachers still are not integrating technology. Despite research and reform efforts designed to put computers in classrooms, what teachers are still most likely to use are PowerPoint, Internet research, and word processing (p. 1).

Recker, Dorward, and Nelson (2004) conducted a case study of eight Utah math and science teachers. They examined these teachers' use of digital resources and found that the teachers preferred supplemental lesson material to whole lessons. Teachers also highly valued material that they felt they could add to their planned

instructional activities with little modifications. Finally, they found that these teachers preferred online resources developed by other teachers. In a follow-up study in 2007, this research group investigated the technology use of 16 teachers in New York and Utah (Recker, Walker, Giersch, Mao, Halioris, Palmer, et al., 2007). They utilized a theoretical framework developed by Brown and Edelson (2003), which considers technology use as a “design process” comprised of three different styles: offloading, adaptation, and improvisation. They also refined their website classification system to include the size and type of resources provided. Wallace (2004) similarly examined three teachers’ use of the Internet in teaching and concluded that technology is more likely to be adopted if it fits well with existing curricula.

An International Perspective

There is also a growing body of research outside the U.S. on teachers’ use of technology. For example, Madden, Ford, Miller, and Levy (2005) investigated the use of Internet resources by teachers in England. They interviewed 20 teachers and surveyed 188 others (representing a response rate of 38 percent). On the survey, only a third of the teachers reported that they use the Internet often with their classes. However, most teachers indicated that they feel the Internet is a valuable source for learning and teaching materials. While most of the teachers expressed confidence in their abilities to use the Internet, many also felt that their students are even more competent than they are. As another example from outside the U.S., Erdem (2008) finds that in Turkey the two factors most highly correlated with teachers’ use of the Internet in their teaching are self-ratings of their Internet skill competence (positive relationship) and their age (negative relationship).

Professional Development for Technology Use

Some studies investigate how effective different teacher professional development models and strategies are in preparing teachers to use technology resources and to integrate technology into their classrooms. The Center for Applied Research in Educational Technology (CARET) reviewed 26 such studies and concluded that the most effective strategies demonstrate the infusion of technology into instructional practices; provide mentoring by an experienced teacher who is proficient with using technology in the classroom; encourage teachers’ use of computers at home; customize professional development programs to address individual teachers’ needs; and provide sufficient time for teachers’ collaborative learning and practice with technology (Cradler, Freeman, Cradler, &

McNabb, 2002). Buckenmeyer and Freitas (2005) surveyed 144 teachers who participated in a professional development program on educational technology and found that technology integration in the classroom is positively related to teacher professional development opportunities; time and support provided to teachers to learn new technologies; timely technical assistance to ensure equipment works properly; and teachers' attitudes towards technology. Finally, Recker, Walker, Giersch, Mao, Halioris, Palmer, et al. (2007) evaluated a professional development workshop on using digital resources and found it to have positive effects on teachers' knowledge, attitudes, and subsequent use of technology.

Professional Development for Instruction

The prior research on professional development points to the potential benefits of a number of features of online resources and networking sites for teachers. As an example, professional development programs that have demonstrated success have been extended programs instead of simply one day programs. The online resources and online communities also can support teachers over long periods of time. In addition, successful programs have been linked to curricular materials and instructional goals. BoE resources are linked to the standards in a way that can facilitate the link with resources.

Traditional professional development has not relied heavily on the internet; however, research on the effectiveness of professional development may shed some light on the likely benefits of online supports such as BoE. Unfortunately, while not as small as the literature on online supports, the research of professional development more generally is also thin. Testament to this lack of evidence is the 2007 What Works Clearinghouse Report, for which researchers read 1,300 studies about the effects of teacher professional development programs but found only nine that provided causal evidence.

The What Works Clearinghouse Report finds that programs with more hours of professional development training for teachers lead to positive and significant effects on student outcomes (Yoon et al., 2007). Hill (2007), in another recent review of the literature, also finds that most effective programs involve a substantial time commitment such as a two- to four-week summer program.

Both Hill's and Yoon et al.'s reviews outline other aspects of high quality programs identified by existing studies. First, the content of programs should be targeted on specific content-knowledge, sub-

ject-matter-specific instruction and/or student learning. Saxe et. al (2001), Kennedy (1998) and McCutchen, et. al (2002) find this to be true for mathematics, science and early reading professional development programs, respectively. Harris and Sass (2007) find that professional development focused on course content is positively and significantly related to student math outcomes in both middle and high school, but less so in the elementary grades. However, they find no significant effect of reading-oriented professional development in any grade level. Second, Hill (2006) also concludes that teachers' professional development should be linked to the district or school's instructional goals and curriculum materials. Teachers are likely to make better use of the materials that their schools and districts provide if their professional development is tied closely to these resources. Third, there is a commonly held belief that professional development is more effective if it involves groups of teachers at the same school and includes active participation, such as reviewing student work, giving presentations, and planning lessons. However, there is no research that directly estimates the benefits of these features of professional development. Last, Yoon et al. (2007) find that the extant research points to the need for professional development programs to be based on accepted theories of teacher learning and change.

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IV. Data Collection

Our goal for primary data collection and analysis was to better understand: (1) participants' usage of the site, (2) the site's current capacity as a resource repository, (3) the site's current capacity to support online professional networking and collaboration, (4) the pros and cons of the current site design including navigation capabilities, and (5) the training and support that users received during their pilot experiences. For this study we drew on both a new survey of program participants and interviews with a sample of participants. In this section, we describe the survey and interview instruments and the data collection process.

Surveys

"I am really hoping to use the site as a way to collaborate with teachers with whom I already know and have a relationship."

- BoE Pilot User

The BoE leadership team asked all pilot participants to complete a baseline survey prior to their initial training. Appendix B provides a copy of this survey. Between March 6th and March 13th, 34 out of 35 pilot participants completed the survey online using Survey Monkey.

In June, when the pilot was over, BoE leadership emailed all participating teachers requesting that they complete a follow-up survey. Appendix C gives a copy of this follow-up survey. The survey is divided into sections in keeping with goals of the analysis. The first section – Background – asks for information about the participants' use of the internet for teaching, without direct reference to BoE. The questions in this section align with the baseline survey so that we can observe changes over the course of the pilot. The second section asks participants about frequency and duration of their use of the BoE site. The third section asks for assessments of various aspects of the BoE site such as the available resources and the ease of navigation. The fourth section addresses training and support during the pilot. The fifth section asks the respondents to assess the online professional collaboration and community aspects of the BoE site. The final section probes respondents about the effects of the site on their teaching and also allows space for recommendations for improvement.

About three-quarters - 26 out of 34² - of participants completed the follow-up survey, again using Survey Monkey. We were concerned that participants who failed to complete the survey might differ in

² Because one participant dropped from the pilot by this point, the total number of users fell from 35 to 34.

important ways from other users. Comparing application information, however, we found no discernible differences between these non-respondents and other users in terms of experience, grade level, subject matter expertise, student populations, or district characteristics.

The findings, presented in Section V, are based on simple descriptions of the participants' responses to the survey questions. Usually survey data allow for multivariate analyses and comparisons across groups, so that we can ask questions such as: "how do the responses of one group of teachers compare to the responses of another group of teachers." However, the pilot included a small enough number of teachers that there is not enough statistical power to make the comparisons with any degree of accuracy. That is, any differences across groups that we might observe could be the result of chance; thus, presenting comparisons across groups would be misleading in this study.

Interviews

Surveys allow us to ask simple questions to the full group of participants in the pilot. However, on surveys we cannot ask follow-up questions to probe respondents' answers nor can we ask too many open-ended questions that require respondents to write their answers. Because of this we chose to supplement the surveys with interviews with a sub-group of participants.

In selecting participants to interview, we assumed that the participants' perceptions of the site would vary by their level of engagement during the pilot. We also assumed that some navigator groups would have higher average engagement than other groups. In order to represent the full range of participation, we decided to ask each navigator to compile a list of high-engaged and low-engaged participants in their groups. We then randomly selected five participants from the group of users identified as highly engaged and five participants from the group of low-engaged users as well.³ Of the five high-engaged users that we interviewed, three were in the English language arts (ELA) group during their pilot participation, while two focused on math. Of the five low-engaged users, two were in the ELA group and three were in math.

³ We used the statistical package STATA for the random selection. After trying to contact one of the selected low-engaged users many times, we learned that this particular participant had dropped from the pilot altogether. As a result, we randomly selected another teacher from the remaining list of low-engaged users.

Based upon a preliminary review of the survey data, documents and conversations with BoE leadership, we organized our interview protocol around five areas: 1) general feedback on site strengths and shortcomings, 2) the site as a resource repository, 3) the site's capacity for professional networking and collaboration, 4) site design and navigation, and 5) training and support during pilot experiences. We developed specific questions in collaboration with BoE leadership. See Appendix D for a copy of the interview protocol.

The interviews were semi-structured in that we made sure to cover all questions on the protocol, but changed the order depending upon participant responses. For example, users often touched on many of the topics during their opening remarks, so we would sometimes ask related questions as follow-up rather than sticking to the protocol order. Moreover, we sometimes added follow-up questions when participants discussed material that needed further elaboration beyond those questions included in our protocol. Interviews were audio-recorded, lasted approximately 30 minutes on average, and were completed between July 16 and August 20, 2009.

Our first step in analysis of the interview data was to write summaries of each interview using a common template organized by the five interview protocol categories described above – general, resource, collaboration, design, and support. We assigned all users a pseudonym and erased identifying information in order to protect their anonymity. Our next step was to organize the responses within each category, across all participants for emergent themes. The results of this analysis are given in Section V.

Application Information

In addition to the survey and interview data, some data is available from teachers' original applications. All 35 original participants completed an application on Survey Monkey. These applications included information on teachers' characteristics such as experience, grade level, subject matter expertise, awards, and experience with technology. The applications also include the district and school in which each teacher taught. We use this information to describe the pilot participants.

Description of Pilot Participants

Of the thirty-five teachers who participated in this pilot program fifteen (43%) were male and twenty were female. Pilot participants had various levels of teaching experience. Five (14%) were newer teachers with one to five years of experience, eleven (31%) had six

to ten years of experience, and nineteen (54%) more than ten years of experience. The great majority of teachers were working full-time with students: 31 out of the 35 (89%) reported spending over 90 percent of their time working directly with students; only one reported spending less than half of their time with students.

Pilot participants represented a range of grade levels and subject matter backgrounds. Eighteen (51%) taught at the elementary school level (grades kindergarten through five), seven (20%) taught at the middle school level (grades six through eight) and ten (29%) taught at the high school level (grades nine through twelve). The subject matter expertise of participants reflected the pilot's focus on ELA and math standards. Participants primarily identified as having expertise in mathematics, though there were a number of teachers with backgrounds in language arts, fine arts, and social studies as well.

Many of the participants in the pilot had taken leadership roles. As examples, two were department chairs; one was a Montessori Elementary Program Coordinator; one was an elementary school history and science coordinator; one was a district technology and curricular trainer; and one was a school technology coordinator. Pilot participants were active members of organizations such as the National Council for Teachers of Mathematics, the American Psychological Association, the National Science Teachers Association, the International Society for Technology in Education, and International Reading Association. Many of the pilot participants were National Board Certified Teachers or had won Teacher of the Year award at the school, district, county and state levels. Other awards included: a recipient of a Best Buy Te@ch Grant, the Golden Bell, and Who's Who Of American Teachers. The teachers also reported having strong technological backgrounds. Before beginning their participation in the pilot, nineteen participants (54%) identified as having intermediate technology skills; sixteen (46%), as advanced; and none, as beginners. They used a variety of technology products including Powerpoint, streaming video, iMovie, Moodle, and Skype. Most of the participating teachers used online networking sites such as facebook and twitter, and many had participated in online professional development.

Pilot participants came from public schools districts across the state, including ones from urban, suburban and rural communities. There were four teachers from charter schools and one from a magnet school. Eighteen participants came from schools in which over half of the students received free or reduced-price lunch. Eleven teachers came from schools in which more than half of the students were English language learners (ELL); three of these teachers were in schools with more than 90 percent ELL students.

V. Findings

Both the survey and interview data provide insights into the five areas of inquiry: (1) site usage - how often teachers visited the site, how much time they spent using the site, and how they prioritized their time while on it; (2) the site's capacity as a resource repository; (3) the site's capacity to support online professional networking and collaboration; (4) design and navigation; and (5) training and support users received during the pilot. In what follows, we walk through each of these five sections providing the results from the surveys and the interviews.

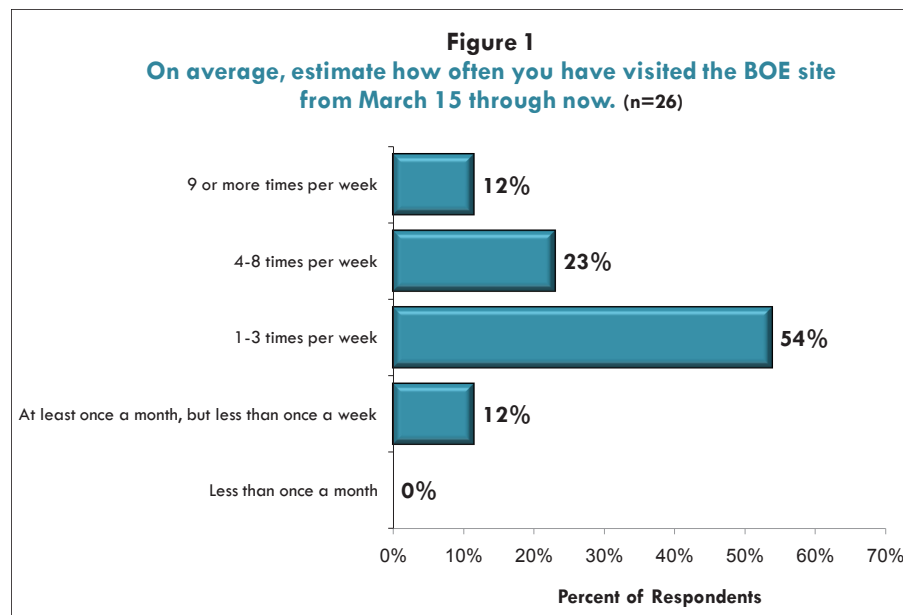
Pilot Site Usage

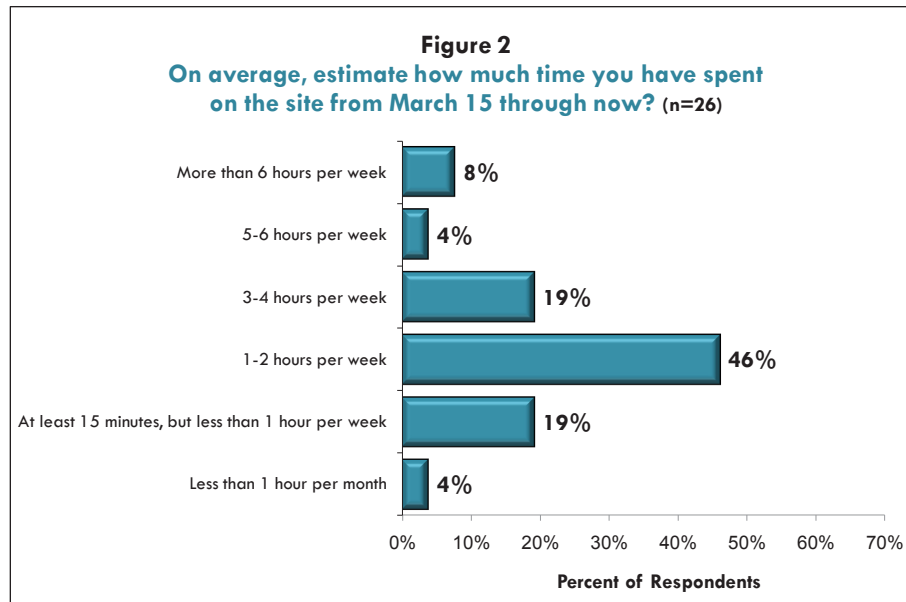
“Prior to this pilot I would become overwhelmed by search results and give up looking online for support.”

- BoE Pilot User

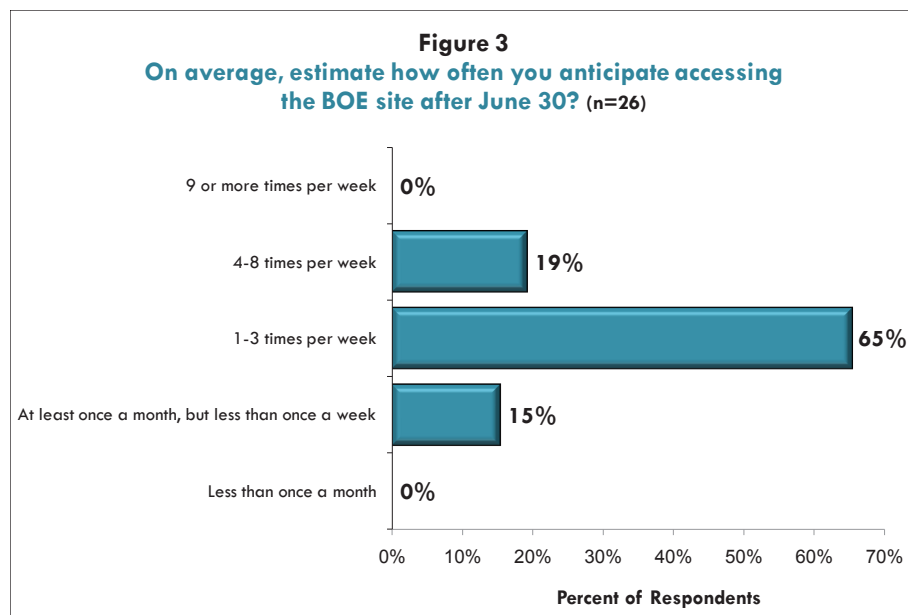
Most participants reported using the site one to two hours per week. Their plans for future use are similar to their reported current use.

Figures 1 and 2 illustrate participants' site usage during the pilot. Most participants reported visiting the site between one and three times per week, spending a total of one to two hours per week. Only three participants reported visiting the site less than once a week, while approximately one-third of users reported visiting the site at least four times a week. Almost half (12 out of 26) of the respondents reported using the site between one and two hours a week, with eight reporting more and six reporting less hours than this.





Asked to estimate how often they planned to access the site in the future, respondents anticipated using the site as often, on average, as they did during the pilot. Figure 3 plots these results. Approximately two-thirds of respondents anticipated accessing the site between one and three times a week. Whether or not users' expected usage will translate into actual usage is an open question. Nevertheless, the fact that users are planning to use the BoE site at similar levels in the future suggests their pilot experiences had been favorable.



Resource Repository

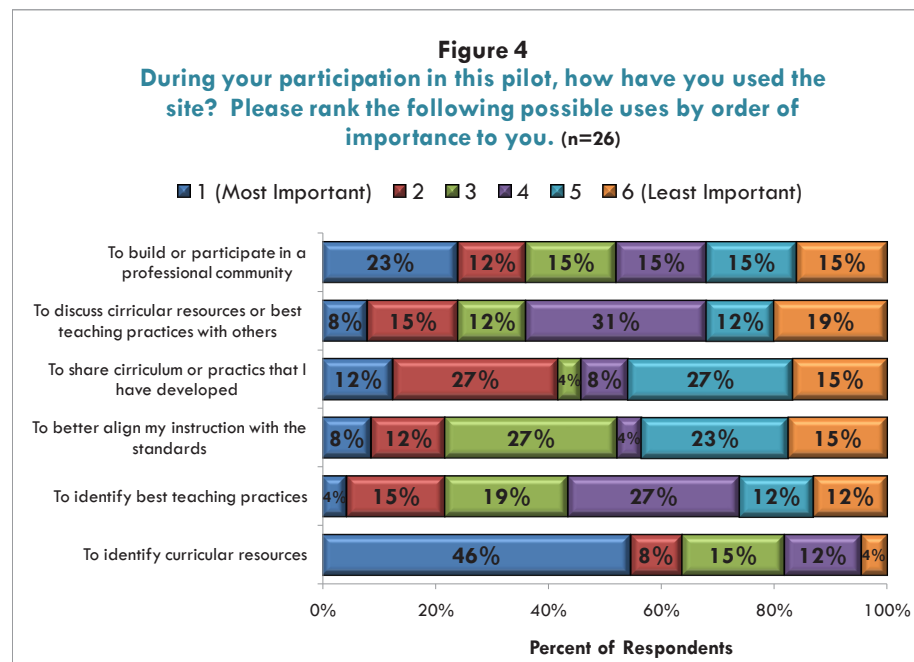
Survey Results

Participants found the site to be a useful repository for high-quality and standards-aligned resources. Their use of online, standards-based resources increased over the course of the pilot, as did their assessment of the quality of online resources they were using. When asked on the survey about the effects of the pilot on their teaching, most participants identified either greater ease of access to resources or access to higher quality resources as their primary benefit.

“This site has inspired, and given me many ideas and resources.”

- BoE Pilot User

Results from the follow-up survey suggest that the BoE site is a useful repository for finding high-quality and standards-aligned resources. In describing how they used the BoE site, survey respondents reported that identifying curricular resources was the site’s most important function during the pilot. Figure 4 shows that of a list of seven possible site functions to choose from, over half of all users rated “to identify curricular resources” as the one most important to them. Shown in Figure 5, all but three survey respondents agreed or strongly agreed with the statement “The BoE site has made it easier for me to identify quality instructional resources.” Figure 5 also demonstrates that approximately three-fourths of survey respondents agreed or strongly agreed that the site has helped them align their instruction to the standards.



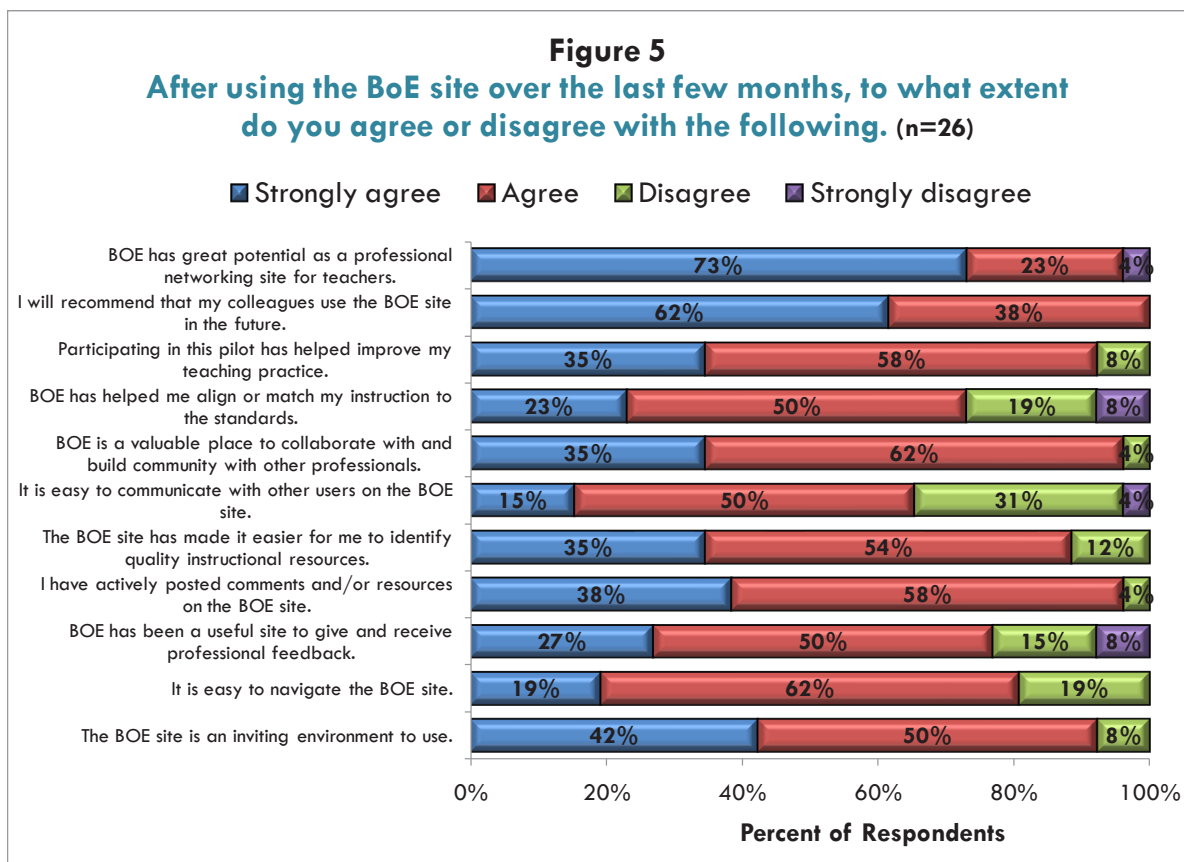
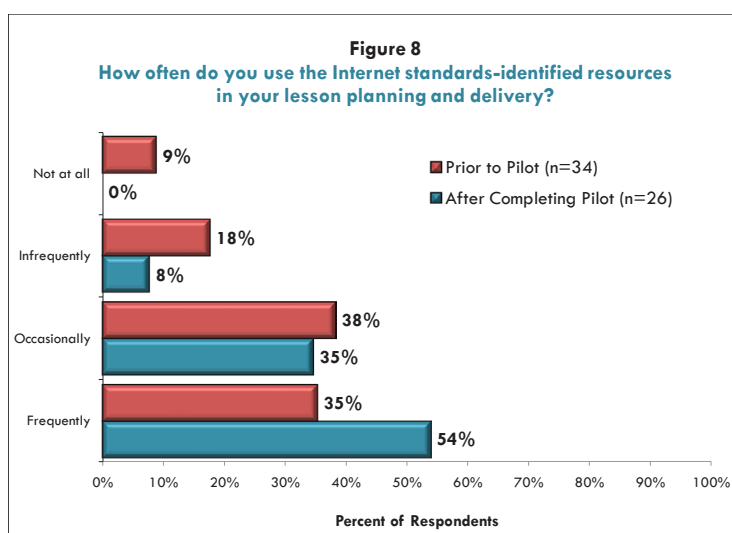
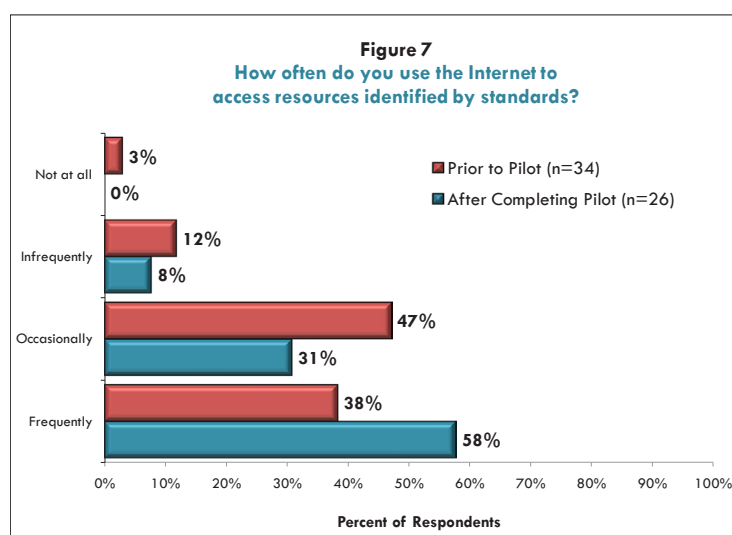
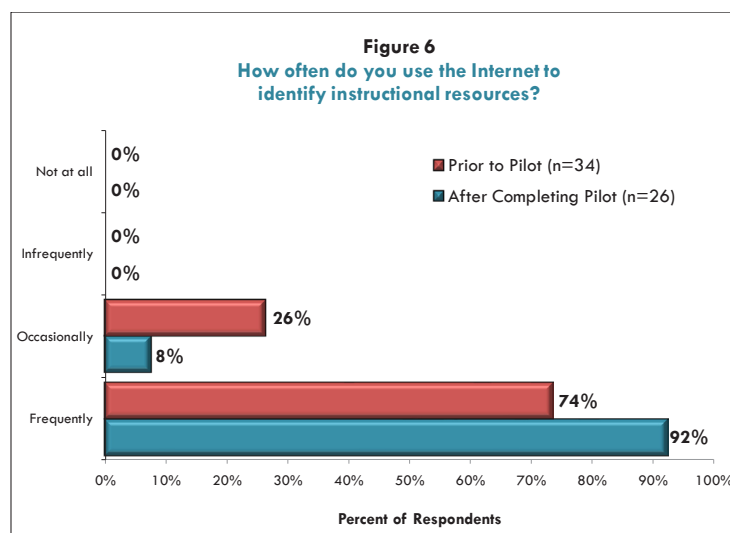
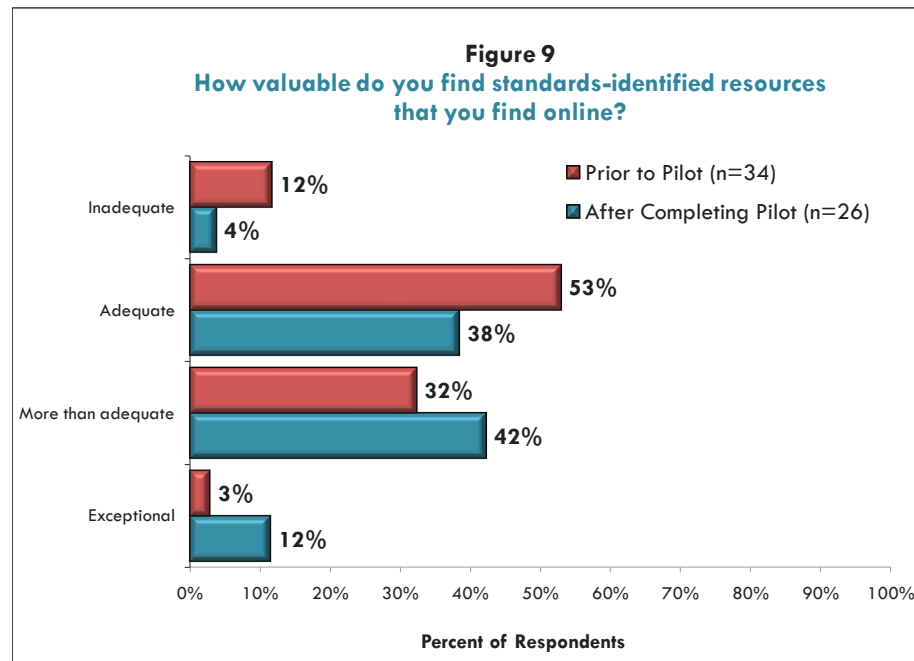


Figure 6 demonstrates that, not only did participants view the resources favorably, but they increased their use of the internet to find resources over the duration of the pilot. Before the pilot began, 74 percent of participants said they “frequently” used the internet to identify instructional resources. After the pilot’s completion, 92 percent answered in this way. During this time, the percentage of users who “frequently” used the internet to access resources identified by standard also increased from 38 percent to 58 percent. Furthermore, those who frequently used standards-identified resources in their lesson planning and delivery increased from 35 percent to 54 percent. Figures 7 and 8 present these results. These findings may not be surprising given that an expectation of participating in the pilot was to find resources online that were aligned with standards and implement them in the classroom. Even so, the increases demonstrate that pilot implementation was successful in meeting these implementation goals.



Given that participants were expected to identify and implement online, standards-aligned resources, one would expect an increase in usage of such resources. However, one would not necessarily expect an increase in how valuable users perceived these resources to be. Nevertheless, Figure 9 demonstrates that users were more positive about the value of online, standards-identified resources after the pilot than they were before the pilot. As compared to 35 percent of participants who perceived online, standards based resources were “more than adequate” or “exceptional” before the pilot, 56 percent felt this way after completing the pilot. This result provides further evidence that users were pleased with the quality of resources available through the BoE site, a finding that is consistent with the interview data described below.



In response to the open-ended question, “How has participating in this pilot made a difference in your teaching and student learning?” about two-thirds of respondents focused on how it was easier to find online resources in general or how it was easier to find resources that were high quality or aligned with the standards. Some of these responses are highlighted on the next page.

“I have a portal to start all my curricular searches when I am trying to match resources and standards. The resources I find are usually quality resources rather than something that may only add a little to my lesson.”

“It gave me a one stop shop for all my lesson planning and presenting needs.”

“Yes, it has made me more conscientious about the types of curriculum that I find and utilize. I feel my students have benefited too, because the lessons or activities that I found are standards based.”

“I am more comfortable navigating sites in search of instructional materials.”

“It has given me a wealth of new resources as well as resources to use to refine my searches.”

“I am more familiar with my assigned standard and the resources that are available on the web for this standard.”

“Before BoE, the only resource I could consistently count on was Illuminations.”

“I now am able to incorporate a much more diverse spectrum of valuable resources into my classroom which benefits both my students and myself.”

“Finding resources was much easier and I could trust the sites.”

Participants also responded to an open-ended question about additional content: “What additional content (information on curriculum or instruction) or improvement to current content would be most helpful for you?” Appendix E gives the full results. The results are varied but there are common themes. Most respondents simply wanted more content, especially content linked to standards and state curriculum:

“Simply, a much larger selection.”

“More resources added by other teachers.”

“I would love to see correlations to the state adopted textbooks.”

“Add state adopted curriculum sites/lessons to the site.”

Others were more focused on ease of access:

“Being able to search within the Algebra 1 content standards specifically.”

“Functions and graphs. Some interactive software for your iphone.”

“Video streaming sites / power teaching links”

Again, the overall response to the content was positive. One participant commented:

“ I think the content of the site is fantastic. My only suggestion would be to identify which resources could be used with the various ability groups in a class. For example, I found one lesson designated for grades 6-8 but I found it a perfect enrichment activity for my fourth graders. This type of label or identification would certainly assist teachers who struggle with differentiation.”

Interview Results

The interviews provide further evidence that the participants were satisfied with the quality of the resources and that they felt successful at implementing the resources in their classrooms. Participants found the alignment of the resources with the standards useful. However, while most teachers appreciated the quality of the resources, they were more divided on whether the site contained a sufficient quantity and variety of resources. In addition, the site design and concerns over open-sharing may have hindered the ability of some users to find the resources they were seeking.

The interviews shed additional light on teachers' assessment of the resource repository. First, teachers expressed satisfaction with the quality of resources available on the BoE website. As Sally put it, "The resources are well-researched and tested already." Users appreciated that BoE was committed to high-quality, peer-reviewed resources and felt like the vetting process had been effective. Users liked being able to read comments by other teachers who had already tried out resources. Betty, for example, said that she was more likely to use those resources that other teachers had successfully implemented in their classrooms.

Users also reported having success implementing resources from the BoE site in their own classrooms, further evidence to them of resource quality. In fact, Sally described her students as "begging for more" after she tried one activity she downloaded from the site, while having "100 percent participation" with another. Kris said he discovered and used curricular materials that pushed his instruction in new directions. In particular, he gravitated towards video-based and interactive sites that "changed things up from my typical curriculum" and gave students "a different experience."

Some users also appreciated that the site was committed to gathering resources already-aligned with the standards, as this made the process of identifying material relevant to their district-mandated curricula easier and more efficient. Pamela, who works in a district with a "tightly mandated curriculum" liked that the resources she used were well-aligned with the standards. It was easy for her to pull resources off of the BoE site to "augment" but still build upon her mandated curriculum. For example, during her unit on communications, Pamela had students listen to whale communication from a BoE resource; in teaching about biographies, she had students engage with an interactive website designed to help students construct their own biographies.

While users seemed pleased with the quality of resources, they were divided about whether there was enough variety of resources available on the site. Among those who felt there was enough variety, Betty described BoE as a “clearinghouse” for resources because it spanned a variety of standards and expectations, a variety of subject areas (ELA, math, science) as well as variety of pedagogies (games, interactive projects, handouts). Betty said she was already pitching the site to her district as a “useful starting place” for teachers to gather resources because there is something on the site for all kinds of teachers. Kris commented that he ended up coming across many resources he never anticipated finding or using, including the video-based and interactive lessons with which he had so much success.

However, there were just as many users who expressed concern about the diversity of resources as users who commended it. As Sally put it, it was easy to find relevant resources for some topics but “wanted more depth and breadth” for others. For example, she looked for resources about parabolas and didn’t find anything worthwhile. Joel pointed out that his group happened to choose a standard for which there were very few available resources on the site. He added that he would have preferred a “one-stop-shop” for grabbing all needed resources, “like EdOneStop”, rather than being a “clearinghouse” that directs you elsewhere. Grace said she liked the resources that were available, but felt that there was only a single source to choose from – “ReadWriteThink.” Two users wanted a wider variety of fun resources, e.g. games, puzzles, or activities that were still content-based but geared more towards student enjoyment and, as Kris put it, “getting kids out of their seats.”

It seemed contradictory that some users identified the diversity of resources as a strong point while others identified this as a shortcoming. One possible explanation is that the availability of resources hinged upon the standard to which users had been assigned. Seth, for example, explained that there was a good variety of resources on the BoE site for his group’s assigned standard, largely because his group had been given the task of finding and posting resources that aligned with that very standard. Seth pointed out, however, that when he searched outside of that standard he had trouble finding relevant or adequate resources. He worried that a first-time user, searching across the span of possible standards, might be “turned off by the sparse resources available” and never return to the site. At the same time, users who were unsatisfied with resource diversity often attributed the lack of diversity to there being relatively few users in the pilot and to the site being in its infancy, both issues they thought might get resolved as the project scales up.

The ability among users to find relevant resources depended also upon the site design, including algorithms for sharing and gathering resources. Though this topic will be explored in more detail in the “Design and Navigation” section, it is important to mention here that the amount, quality and diversity of resources available on the site may have suffered because users found it difficult and time-consuming to post or link to resources. Moreover, the challenges that users faced in searching for resources, especially by standard, probably colored their perceptions of what was available – even if relevant resources were there, if the site’s search capacities were unsatisfactory then users might fail to locate them.

Concerns about open-sharing may also have hindered resource availability. Though users were generally pleased with having a platform for the open-sharing of resources between educators, there were concerns about this openness. Inga was worried that the site did not offer enough protections for users interested in posting resources. In fact, she joined the BoE pilot largely because she wanted to share curricular materials with other practitioners that she and her colleagues had developed over the years. Because she “never got a clear answer” about how these resources would be protected from publishing companies who might try to make a profit on them, she refused to post her curricular material. Inga applauded BoE in wanting teachers to openly share resources, and thought that such open-sharing was critical for developing a database of best-practice. However, she worried that BoE would not meet its potential unless it conveyed clear policies about protecting user sharing. On the other hand, Joel worried that the quality of resources might suffer as the project scales up. While he felt the quality of resources remained fairly high with the “hand-picked” set of users in the pilot, as the site gets “opened to the masses” he worried there might be too much leeway in what can be posted by users.

Professional Networking and Collaboration

Survey Results

Participants viewed professional networking and collaboration as a key element of BoE. They saw the site as having great potential for professional networking and generally agreed that BoE was currently a valuable place to collaborate. However, they were not as positive about the ease of communicating with other users and they indicated relatively low engagement in online discussions on the BoE site during the pilot. Participants showed some increase in the use of online collaborative tools during the course of the pilot and some participants reported that they planned to participate more in online professional networking as a result of the pilot.

Figure 4 shows that when users were asked to rate how important various site functions were to them during their pilot participation, they rated “building or participating in a professional community” as the most important function of the BoE site 23 percent of the time, trailing only “identifying instructional resources.” Another 12 percent ranked it as the second most important function.

Figure 5 demonstrates that respondents were generally pleased with the site’s current capacity for supporting online collaboration, and were even more positive about its potential in this area. All but one survey respondent said they agreed (62 percent) or strongly agreed (35 percent) that the site was a valuable place to collaborate and build community with other professionals. While about one-third of respondents agreed strongly that the site was already a valuable place for networking and collaboration, about three-fourths agreed strongly that the site had “great potential as a professional networking site for teachers.”

“I think that professional network sites are a valuable resource for teachers and I would like to continue to participate in a professional network site in the future.”

Figure 5 also shows that, on questions targeting more specific networking dimensions, respondents were still mostly favorable, though a significant number of respondents indicated concerns. While two-thirds of users agreed or strongly agreed that it was easy to communicate with other users on the site, one-third of users disagreed or strongly disagreed. Asked whether the site had been a useful place to give and receive professional feedback, about three-quarters of respondents agreed or strongly agreed, while one-quarter disagreed or strongly disagreed. In our analysis of interviews below we explore some site design and support issues that may have complicated online collaboration for some users.

- BoE Pilot User

In order to get an idea about the amount and kinds of online collaboration, we asked, “Have you used the BoE site as a way to collaborate with and/or build community with other professionals online?” Eighty one percent of teachers said they had. Those who responded affirmatively described their collaborations as covering a variety of topics, from a discussion on the purpose of homework to reviews of specific resources. The 19 percent of users who responded negatively gave the explanations on the following page.

“There was seldom much activity on the website because the group is way too small for that.”

“I suppose there was some online collaboration but not very much. It seemed like other groups just sort of stuck to their own group with the exception of a few people.”

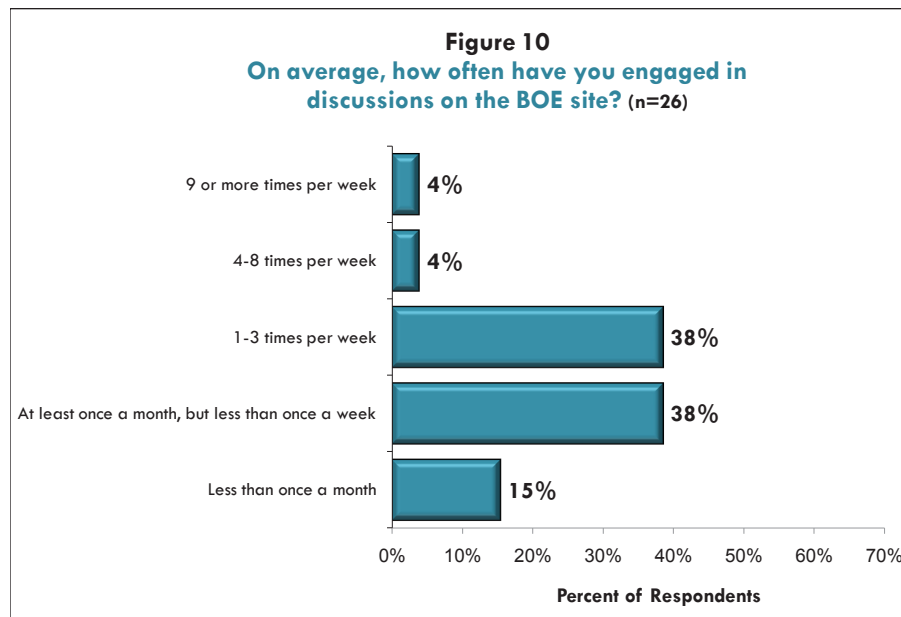
“Time constraints.”

“I did not find the BoE site to be particularly “chat” friendly. Also, it was difficult to collaborate with the piloting teachers because we were all at different places in our instruction and typically plan/collaborate with the teachers on our school site. I think it would have been more helpful if a team of teachers at the same school site piloted the program.”

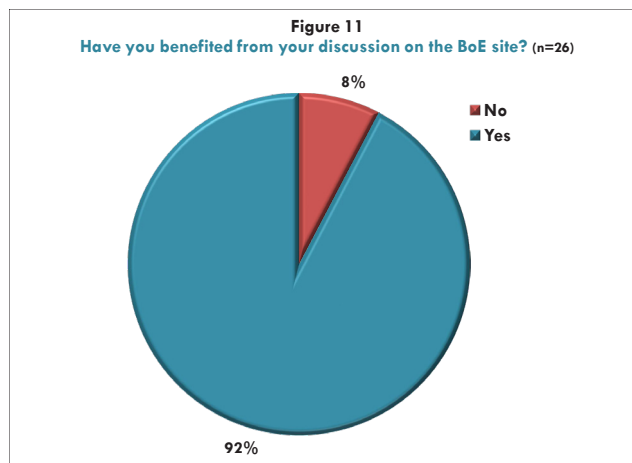
In line with this latter comment, a teacher who had used the site to collaborate and build community added,

“Although I used the site to collaborate, I am really hoping to use the site as a way to collaborate with teachers with whom I already know and have a relationship. I felt it was awkward to collaborate with people I don’t know.”

In keeping with their mixed reviews about collaboration on the site, teachers reported spending relatively little time engaged in discussions on the site. Though only three survey respondents reported visiting the BoE site less than once a week, Figure 10 shows that over half of respondents said they engaged in discussions on the BoE site less than once a week, including four users who did so less than once a month. This finding is consistent with interview findings, described below, that the small number of pilot users, along with poorly organized discussion boards and no instant messaging capabilities, hindered online conversations.



Though users engaged in online discussions relatively infrequently, they felt positive about the discussions in which they did participate. Figure 11 shows that all but two respondents indicated they benefited from discussions on the BoE site.



Eleven survey respondents also reported how they benefited from the discussions. Most of these users described particular resources and how they were used in classrooms. Examples of their responses include:

“I have learned of many new resources such as SKYPE and tinyurl.com. I was able to use some resources in my classroom and having realtime discussions enabled me to share how my use of these resources went in my classroom and share them with other teachers in my group.”

“Khanacademy.org was recommended to me and I recommended it to my students to use as a tutorial, which several students took advantage of.”

“The discussions let me get to know my group better. We discussed quadratics and projects to help students better understand the concept. We all used the “Pizza Box Project” with our classes and then discussed what we liked and disliked, how we would use it again, and the results with our students.”

“It made this website come alive with its content.”

Two of these users, however, provided answers about shortcomings of discussions during the pilot phase. These responses support the findings in Figure 10 that show relatively low use of discussions.

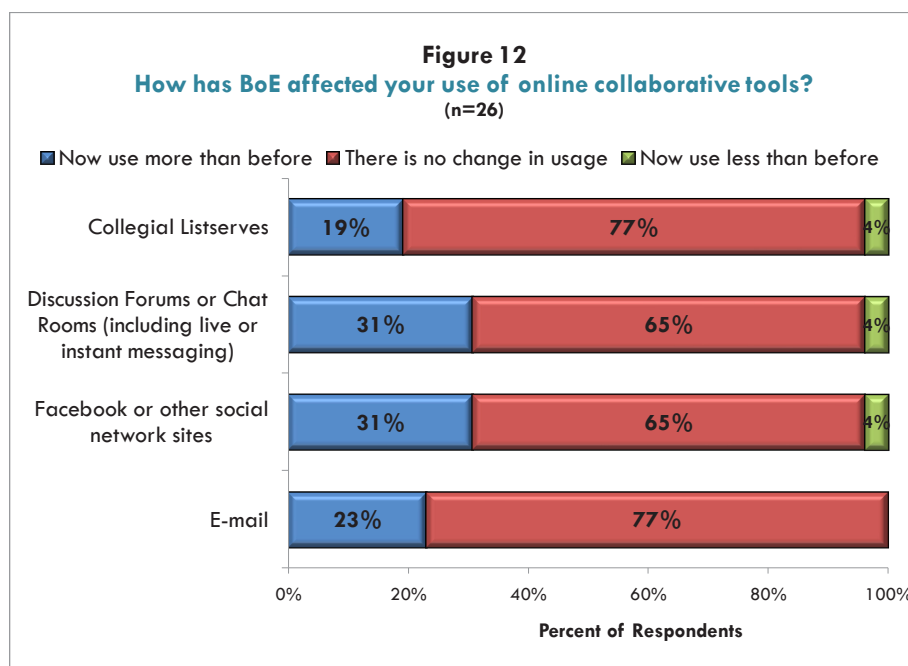
“I’m sorry, I didn’t realize [discussions] were happening.”

“I did not have many discussions on BoE and I did not see that anyone responded to the comments I posted on particular lessons.”

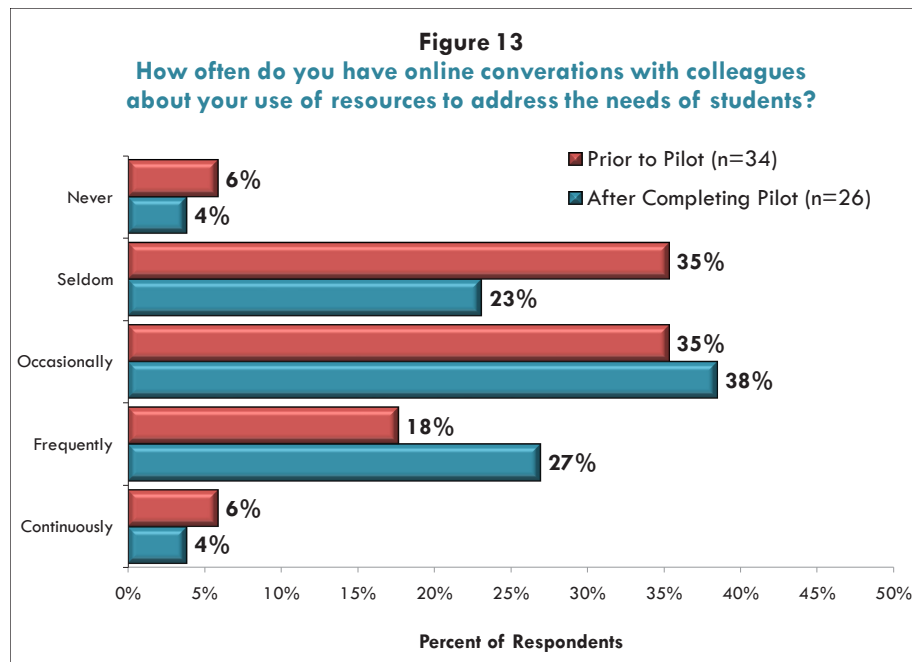
“I am interested in building on-line professional learning communities in my district. This project helps me figure out how to do so.”

- BoE Pilot User

Given how often users were on the site, their engagement in online discussion seemed quite low. Even so, Figure 12 provides evidence that many teachers used discussions forums and chat rooms, in addition to other online collaborative tools, more often than they did prior to their pilot participation. We asked participants, “How has BoE affected your use of online collaborative tools?” Figure 12 presents the results. Across collaborative tools, about two-thirds of users or more indicated no change in usage. However, for some users there was evidence that pilot participation may have opened up new possibilities for online collaboration. About one-third of users indicated that they now used social networking sites and discussion forums or chat rooms more than before. About one-quarter of users said they used email more than before; and about one-fifth of users said they used collegial listserves more than before.



As another check for changes in the use of online discussions over the course of the pilot, we can compare teachers' responses on the baseline survey to those on the follow-up survey. In response to, "How often do you have online conversations with colleagues about your use of resources to address the needs of your students?" 24 percent of participants indicated that they did so "frequently" or "continuously" before the pilot began. After the completion of the pilot, the percentage of users in these categories increased to 31 percent. Figure 13 shows these results. While these results are not formal tests of the effect of the pilot on growth, since the sample is small and results are self-reported, they provide an indication that the use of online conversations may have increased somewhat over the course of the pilot. Compared to the more substantial increases in usage of online resources described last section, however, these results suggest also that supporting online discussion and collaboration should be an emphasis for future site development.



We also included an open-ended question asking, “How has participating in this pilot changed how you plan to use online professional network sites in the future?” Some respondents indicated there had been no or little change in how they plan to utilize professional networking sites:

“I had participated and enjoyed professional network sites in the past and I still will.”

“I hope that with future revisions the BoE site will flow and feel like a true social networking site. Then I could fully see myself participating. Social sites are designed to bring people of like interests together.”

“OPN sites are in their infancy and have a long way to go to be effective. It will not be until a site has thousands of users uploading and collaborating that it will become truly useful.”

A number of users indicated that the pilot gave them ideas for how to utilize online networking, including the BoE site, to support school or district level collaborations already in place:

“I am interested in building online professional learning communities in my district. This project helps me figure out how to do so.”

“I hope to use it to connect and collaborate with the other middle school in my district. We have a difficult time in getting all of us together, but love to collaborate with one another. I think the BoE site will be good for this purpose.”

Users had a variety of other ideas about how their pilot participation may influence their future online professional networking, including:

“I will definitely be willing to “jump right in,” so to speak.”

“I plan to spend more time finding resources online and networking with other 4th grade teachers. By communicating with other teachers, I can find good resources that proved successful in other classrooms. This is a time-saving necessity in our busy lives these days.”

“Before the pilot I seldom used Internet resources and now I do all the time.”

“I have always depended on online resources for lesson planning ideas and materials. I don’t think I will use the internet any more or less than I have in the past. What participating in the BoE pilot made me consider is how best to take part in an online professional network. I, like many teachers, tend to collaborate with the other professionals in my district and site. However, I think sharing ideas and lessons with teachers around the state is exciting and would greatly benefit the profession.”

The survey provided evidence that users were generally pleased with the site’s capacity for supporting online collaboration and networking, though a significant number of users indicated that more could be done in these areas. In their interviews, described next, users were able to elaborate on both strengths and shortcomings.

Interview Results

Like the survey data, the interviews showed that participants valued the professional networking features of the BoE site. However, low usage, slow response times, and design issues obstructed the site's potential for professional collaboration. As an example, the participants did not find the discussion board engaging, at least in part because the response time was slow. They also felt their communication suffered by having no means for instant messaging and by the challenges they faced posting and sharing resources. Teachers indicated that successful online collaboration depended upon the participation of other group members, and upon the quality of training and support they received. A number of teachers recommended more of a connection between online and offline collaboration, possibly by using within-school or within-district groups, . Even with the shortcomings, users reported benefiting from collaboration on the BoE site, particularly by gaining instructional resources, social support, and new perspectives.

In the interviews, teachers again were clear that they viewed the site's capacities for professional networking and collaboration as a strongpoint. Kathy described BoE as her "Facebook for teachers," finding it easy to network with other professionals across the state. She especially appreciated BoE as a platform for sharing resources with other teachers and sharing feedback about those resources, e.g. on how they were adapted in different kinds of classrooms. Kris, who said he "previously avoided chat rooms" was surprised at how much he liked online collaboration with his pilot group. Sally found both the discussion board and group section to be far easier and more effective platforms for collaborating than what was offered by her online courses. Kris felt that as the site scales up, it will be particularly helpful to new teachers who are most in need of resources and also tend to be the most tech-savvy teachers.

Users often focused on the site's potential for supporting the kinds of collaboration and networking that they desired, as many felt the site was not yet actualizing its capacity to support educators in sharing their expertise. They indicated that the site was not meeting its potential because there were limited pilot users as well as design problems.⁴ Joel said, "It can take days to get a response." Inga agreed, complaining that she never received responses to some of her postings. Joel believed that the quality and amount of sharing on the site was inadequate because the pilot included too few

⁴ Design issues will be described in greater detail in the "Design and Navigation" section that follows.

users. Joel speculated further that low usage also caused teachers to go off site to communicate, rather than through the discussion board or group section. It was indeed quite common for users to describe the bulk of their collaboration happening through Skype, Yahoo Messenger, or GMail.

In terms of the discussion board, many users complained about the lack of engaging conversations there. Pamela, for example, said she visited a couple times, and even posted comments, but never returned again because communication was slow and unsatisfying. When asked about her experiences on the discussion board, a different user asked “What discussion board?” This highlighted the need to make the discussion board more visible and more integrated into users’ experiences on the BoE site.

Regarding design issues, users felt that having no means for instant messaging presented a major obstacle to collaborating through BoE and a draw to go elsewhere. Additionally, the challenges that users faced in posting and sharing resources hindered collaboration. Grace, for example, recalled receiving an unexpected phone call from her navigator asking why she had not been posting comments or resources to the group, when she had been doing so consistently. She explained that she was able to see where she had posted the resources on the site, but that for some reason others in her group could not. Grace complained that such “glitches” made her uncertain throughout the pilot about whether she had successfully posted resources or comments and about where they would end up. Since users felt the process of sharing resources was time-consuming, difficult, and uncertain, they were less inclined to share their expertise with one another. Users also wanted the site to do a better job of notifying them about who was online, what discussions were happening, and when other users had tried to contact them. These design issues are considered further in the “Design and Navigation” section that follows.

Successful online collaboration also depended upon the quality of training and support that users received. Sally said that she received “fabulous” training and support from all members of the BoE team, from the initial training to the end of the pilot. She left the training feeling like she was confident in how to use the site, including networking features. Sally also felt the leadership and guidance from her group’s navigator supported her group in having consistent and useful collaboration. In particular, she credited her navigator for getting her group onto Skype right away and facilitating effective conversations there. By contrast, Grace described her group collaboration “fizzling out” because of poor communication and unclear

expectations in her group. While Grace always spoke positively about her navigator's efforts to keep her group on track and blamed "glitches" on the site instead, the fact that she and her group members were often unclear about expectations indicated that more could have been done to support successful collaboration.⁵

We did find variability in networking experiences related to the engagement of group members. The quality of online professional collaboration and networking hinged upon the quality and amount of participation within the small groups. Betty was a case in point. She found BoE to be a very useful online community for sharing largely because her group was "faithful" about posting resources and regularly communicating. Though she initially visited the site because it was an expectation to do so in her group, she ended up going more frequently than she or anyone else expected because she found it to be engaging and professionally useful. In fact, she admitted missing the on-site collaboration after the pilot had ended and still visited it regularly anyway. At the other end of the spectrum from Betty, Kathy felt her collaboration and networking was "stymied" by "unreliable users" in her group. Similarly, Marge was frustrated with users in her group who were not online as much as she was.

Participating teachers commented on how relational or geographic distances with other users sometimes hindered online collaboration and networking. Inga felt like the pilot was set up in a way that "forced collaboration with strangers," when she would have preferred more "organic" collaboration with already-established friends and colleagues. Both she and Kathy envisioned using BoE as a mechanism for district or school – level collaboration on curriculum and assessment development. They liked the idea of using BoE to facilitate already-existing or otherwise required collaboration, rather than trying to manufacture new collaboration. Similarly, Marge found it to be a challenge to collaborate with colleagues across the state, especially because interpersonal issues could not be resolved remotely; instead she found herself connecting more with her navigator who lived nearby and with whom she had a closer personal tie. Marge wished she could have gained access to other groups, as she knew of other groups working on similar standards and subject areas. Another user felt a bit ostracized from members of her group who were from a different part of the state and who seemed to gel and collaborate more with one another both on and off-line. By contrast, users who forged personal connections or face-to-face interactions with other users found such ties inspired

⁵ More details and suggestions are discussed in the "Training and Support" section that follows.

them to visit the site and created a form of personalization that energized online collaboration. Joel, for example, said he appreciated collaborating with “actual people” that he had met through the orientation or gotten to know through their profiles.

Perhaps as a reflection of the difficulties with diverse perspectives in small groups, users were mixed about whether the small group assignment— to identify, use, and discuss resources around a shared standard – was effective in supporting professional networking and collaboration. Some users said they enjoyed the assignment and felt it pushed them to revise their instruction or curriculum in authentic and positive ways. Sally, for example, benefitted from hearing others share about what worked and didn’t work in their classrooms. She said that this type of collaboration was “a way of helping to judge what you are doing in your own classroom.” Others commented that the assignment fostered a sort of artificial form of collaboration. Inga felt most strongly about this, describing her group interactions as “forced collaboration based on our interests in a topic and... the traditional unwrapping of standards which we are all sick of.” She added, “As more of an introverted person I don’t like being shoved into collaboration.” Inga felt the assignment, and the site in general, was geared too much towards resources rather than people and their expertise more broadly. She desired instead discussions about such issues as child psychology or how to engage certain kinds of students.

Even with imperfect implementation, users benefitted in many ways by collaborating through the BoE site. Marge, for example, said her navigator shared with their group a jeopardy game to prepare for the CST. She was thrilled with its success in her classroom, citing a 90 percent participation rate and strong evidence for student understanding. Kris, who had just received a pink slip, also appreciated having the “empathic ears” of other educators who had gone through similar experiences, or knew others who had done so. Grace said that when the school year begins, she feels pretty isolated and singularly focused on her grade level team and mandated curriculum. As a result, she found it “eye-opening” and “refreshing” to hear about how other educators in different parts of California, facing different expectations, thought about and implemented instruction.

Site Design and Navigation

Survey Results

Participants found the BoE site inviting and easy to navigate. They had a number of suggestions for improvement with the desire for live chat, instant messaging capabilities as the most common theme. They also suggested improvements to professional networking features, the resource repository, and online help.

“I found it somewhat confusing when it came to submitting a resource and then needing to edit it later. It took awhile to figure out how so I can imagine when other teachers who aren’t as ‘tech savvy’ as I am try doing the same will have difficulty.”

- BoE Pilot User

Figure 5 shows that users felt BoE was inviting and easy to navigate. When asked about the extent to which respondents agreed with the statement “The BoE site is an inviting environment to use”, 92 percent either agreed or strongly agreed; only two disagreed. Users were overwhelmingly positive, but slightly less so, about how easy it was to navigate the site. 81 percent of users agreed or strongly agreed with the statement “It is easy to navigate the BoE site”. However, 19 percent of respondents disagreed with this statement, indicating that a significant number of users experienced some challenges in navigating the site.

We included an open-ended question asking, “What additional features or improvements to current features would be most helpful to you?” In response, users offered a variety of thoughts involving site design and navigation. Some gave suggestions to improve the design and navigation of the site’s professional networking features. Adding a live chat, instant messaging feature was a common theme:

“A live chat ability would be great.”

“Instant messaging and more current information about who is online.”

“Ability to communicate in real time with visitors / users at site for collaboration.”

“I would like to see the communication piece improve. I think there could be chat rooms for various educational topics. Also, I think creating an online environment a little more like Facebook, where teachers can click on users who are currently online and engage in a IM chat.”

Other suggestions for improving professional networking features included:

“E-mail alerts of comments added to a discussion thread I post”

“Offer synchronous discussions that can be pushed out as podcast/vodcasts. Also add more web 2.0ish collaboration/mash-up tools.”

“Having copies of the messages sent within the site sent to our email would be very helpful.”

“Add an interface for Twitter”

“Searching the Forums for posts before another is made. The look and feel of the threads reminds me of my wife who saves everything to the desktop and not in folders.”

Some suggestions were aimed at improving the site as a resource repository:

“I would like to see a way where we could see what teachers put up what resources, as new resources are being added, and allowing us access to talking to those teachers to find out if the resources were effective in their teaching.”

“One idea would be to have room for multiple response areas for the review section where teachers deciding on whether or not this resource is what they need. Two different evaluators’ opinions and descriptions could be helpful.”

“The comment sections on both resources and in the small groups were confusing. Could comments be linked rather than posting in two places?”

“Simplifying the resources page would be beneficial. There are currently too many folders listed under resources.”

“Allow users to rate resources (don’t worry about someone’s feelings getting hurt by low ratings. We want quality resources on this site. Let the users decide what is valuable.)”

“Install filters to sort videos, power point presentations and webpages per topic. See National Geographic website.”

Finally, a couple users desired features to improve online help:

“It took awhile to learn to navigate, possibly a little cheat sheet on how to get around the site built in.”

“I suggest that you produce video tutorials and podcasts to help new teachers.”

Interview Results

Design and navigation issues were the most common theme in respondents' answers to open-ended inquiries about the site's general strengths and shortcomings. Overall the design received strongly positive reviews. The teachers were also largely positive about the navigation, though they expressed a desire for more direct navigation. Problems with uploading and linking to resources were the main shortcomings that the participants identified. In addition, they indicated that they received insufficient notifications and that the discussion board was poorly organized. The search features received mixed reviews.

Users had a lot to say about site design and navigation, both in terms of what they liked and what they felt could improve. In fact, design and navigation was the most common theme in users' responses to open-ended inquiries about the site's general strengths and shortcomings.

Users spoke favorably about the overall design of the website, describing it as “clean”, “attractive”, “inviting” and “well-organized”. Two users with web-design experience were particularly impressed. Seth, who had participated in the development of three websites said that BoE was the most impressive so far: “From a designer's standpoint, they did a bang-up job.” Sally felt the site was “pleasing to the eye,” liked where buttons were located and felt the pull-down menus were intuitive. One dimension of the site that many pilot users appreciated was having their own profile page. Marge described this as “my own homepage” where she could focus her time on the site, store resources, and access groups. Users also appreciated being able to see other users' profile pages to help them to decide with whom to network, e.g. according to subject area, grade-level, geography. Finally, Joel liked being able to customize the site to meet his needs.

Users were mostly positive about overall navigation of the site as well. Kathy said the site was “easy enough for my 4th graders to

use” and “set up for people who don’t want to have to think.” To her latter point, Kathy said this was a good thing since most teachers don’t have time for websites that require too many steps to figure out. Joel agreed, saying it took “only a couple of clicks to get where you needed to go.” Users commended the menu bars for facilitating easy navigation. Kris appreciated the “prompts were right there” and the same on every page, making it easy to go from one page to the next, and back. Moreover, users felt menu bars were well-labeled in that they indicated exactly where buttons would send them.

On the other hand, some users said that overall navigation was more difficult than they would have liked. Inga described navigating the site as “inconvenient.” Her main complaint was that the navigation “was not direct enough,” where she had to “go through five or six pages” to get where she intended. Though Kris was pleased with many aspects of the design and navigation on the site, he agreed with Inga that the site was “too hierarchical at times” where he had to “dig down further” than he would have liked to reach his desired destination. Finally, Marge worried that the site required “fundamental knowledge” about navigating websites and that non-tech-savvy users might “flail” without adequate guidance.

The most common concern about site design and navigation was in regards to uploading and linking to resources. After failing multiple times to upload a specific resource, and feeling like she was getting nowhere with the technical support, Betty speculated that legal reasons prevented certain uploads to the site. Grace said she was often unsure if she had successfully uploaded a resource, having to go back and check later to see if her efforts had indeed been successful. Even then, Grace reported that sometimes she could see the uploaded resource posted but that other users in her group could not. Another user was concerned about trying to use links on the BoE site that sent her to locations that no longer existed.

Other users were able to upload resources, but commented on how difficult and time-consuming the process was. Joel described linking to resources as “a five to seven minute process” with “too many screens.” Given this, he asked rhetorically, “What is the incentive for users to link to resources?” He suggested a purely scaled system (check-mark) instead of one that required lengthy descriptions. Even after getting advice on how to upload resources, Kris said there were “too many hoops” and was still unsure he had succeeded after going through all of them. In particular, he found the “making it public” step confusing and a hard prompt to find. Also, he sometimes had trouble navigating back from making comments to getting the resource posted correctly.

Another common concern expressed by users was that BoE did not have an adequate notifications system to support online collaboration and networking.⁶ Seth said he was too busy to check the site everyday and sometimes received correspondences too late or missed messages altogether. He felt a system geared towards “busy, working teachers” is essential - one that notifies them about other users who are trying to contact or reply to them. Similarly, Joel suggested email notifications – with the text of the message or a link to that text embedded in the emails - whenever other users posted replies. Joel also wished that he had received ongoing notifications about new discussions or when new users came online. Inga believed that the notifications system was inaccurate. She said she tried unsuccessfully to contact one user who was supposedly online according to the notifications system. Later, Inga called this user by phone only to discover she had not been online when the notifications system indicated she had been.

Many users felt that the discussion board was not well-organized and had too much text to sort through in order to locate relevant comments or postings. Joel, for example, described the section as “Convolutd... with everything all bunched up together.” He felt it was “difficult to weed through so many postings” and had trouble distinguishing old from new postings. He, along with other users, said they wanted the discussion board to be better organized by thread, and to be able to collapse or expand these threads easily. Marge added that she would have preferred the most recent threads on top.

Teachers were generally more favorable about searching for resources by keyword than they were about searching by standard. For example, Betty said when she searched by keyword, she had a lot of success finding valuable and often unexpected resources. However, she was less successful searching by standard. Users, including Betty, indicated that part of the problem was that some results were not properly aligned with standards; other times resources that were properly aligned did not appear in the results. Related to this, teachers felt the resource descriptions were not always thorough enough, forcing users to open up more resources than they would have liked to find ones that were truly relevant.

⁶ We focus here on common perceptions of users, regardless of their accuracy. Some of the notification features described in this section as missing or inadequate may have actually been available to users had they known how to adjust their personal preferences. Such instances may indicate a need for more training about setting preferences or redesigning the site to educate users about and to make salient their options.

Pamela and Joel both felt that the process of searching by standard needed to be streamlined. Pamela said there were too many windows to go through and got frustrated because “when I messed up I had to start all over again.” Joel felt searching by standard was non-intuitive, especially having to “mouse over” to do so. Though it got easier when he was familiar with the process, he had concerns for new users.

Training and Support

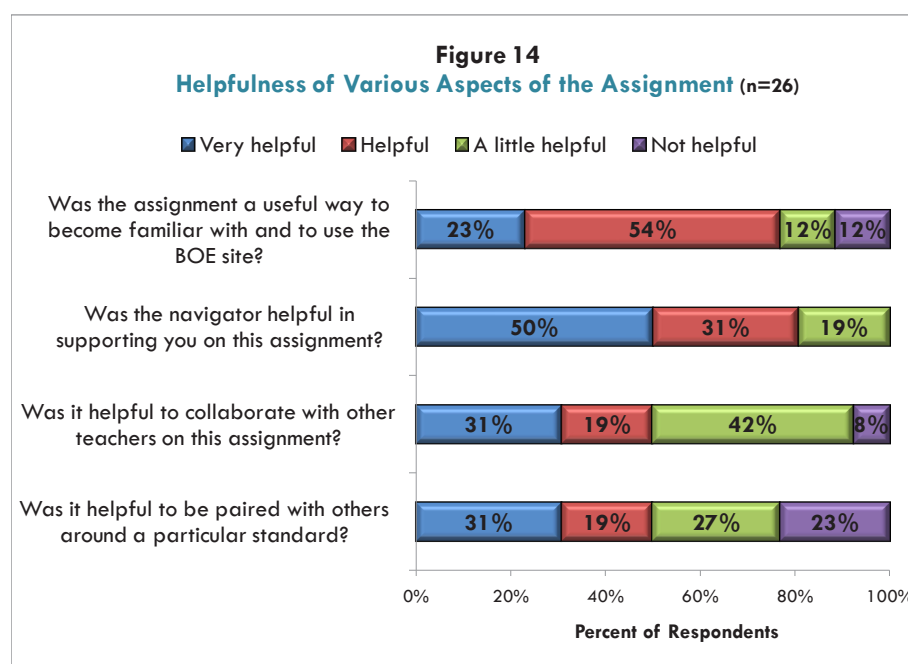
Survey Results

The survey focused on the small group assignment. Overall, users found this assignment helpful. They were positive about the navigators, though less positive about how helpful their collaboration was with other teachers during the assignment and about how helpful it was to be paired around standards.

“The quality of the participants made the difference.”

- BoE Pilot User

As part of their pilot participation, users decided upon a standard for their small groups, found resources aligned with that standard, shared those resources with one another, used those resources in the classroom, and then shared how resource implementation went. Since the assignment was central to how participants were trained and supported to use the BoE site during the pilot, we included four survey questions about it. The survey asked users to rate how helpful various aspects of the assignment were out of four possible choices: not helpful, a little helpful, helpful, and very helpful. Figure 14 presents the findings.



Across the questions involving the group assignment, both mean and median ratings indicated that the assignment and its various components were “helpful.” Asked, “Was the assignment a useful way to become familiar with and to use the BoE site?” 20 out of 26 respondents said the assignment was either “helpful” or “very helpful”. Users also felt strongly that navigators provided useful support during the assignment, with half of respondents rating navigators as “very helpful” and none rating them as “not helpful”.

“I want to continue to participate in an online environment where we continue to build relationships and work on things together.”

- BoE Pilot User

On average, respondents were still favorable but more mixed about collaborating with other teachers and about being paired with others around a particular standard as part of the assignment. Users most often (42 percent) rated collaborating with other teachers on the assignment as “a little helpful,” perhaps reflecting differences between groups in terms expectations and communication, which we explore further in our analysis of interviews below. Figure 14 shows that users were fairly evenly distributed across all four possible ratings of how helpful it was to be paired with others around a particular standard. Across all four survey items about the group assignment, the most users (23 percent) rated this dimension as “not helpful.”

While the survey focused on the group assignment, the interview allowed us to examine other aspects of pilot training and support as well. The interviews, which we turn to next, included questions both about the initial training as well as ongoing training and support.

Interview Results

Users varied in their assessment of the initial training day. They reported a positive, respectful and supportive climate. They also recognized benefits of supervised, hands-on practice and they appreciated meeting other participants and learning about the context of the pilot. On the other hand, they expressed concerns about the organization of the training, technology used during it, and how clearly expectations for participation were articulated.

When asked about ongoing support during the pilot, participants spoke highly of all members of the BoE team. Most found the navigators responsive and proactive, though a few of the teachers interviewed described inadequate support from their navigator. Similarly, the teachers were largely positive about the online technical support, though they desired more instructional support built into the site. Some of the less-engaged users felt that the pilot expectations were unclear.

Users' varied greatly in their assessment of the initial training day. Betty, for example, remembers feeling very "cranky" about having to give up some of her weekend but ended up loving the training and left feeling energized and well-prepared. On the other hand, Joel did not feel that attending the training had been a worthwhile use of his time. Looking back, he said he would have rather received an email outlining what he needed to do in order to get set up for the pilot.

During the initial training day, participants felt that the BoE team created and modeled a "supportive", "energetic" and "respectful" community. Betty said the team conveyed a strong commitment to the project and to K-12 students which energized her participation in the pilot. It was important to participating teachers that the BoE team treated them as professionals and with respect. Pamela, for example, described how those in charge of other, district and state, professional development workshops sometimes looked down upon teachers "as though we're Kindergartners, holding our hands." By contrast, Pamela felt the BoE team respected her as "the responsible professional that I am." She and other users appreciated being asked for input on the site and being given some autonomy and choice on how they participated in the pilot, e.g. when to have group meetings and how to communicate with group members.

A few participating teachers commented on how helpful it was to have time set aside during initial training to practice getting onto and navigating the site with team leaders and technology support staff present. Sally said that she was able to "work out many of the kinks before heading home" because of this chance to get on computers and start navigating the site "right then and there with help available in the room." Likewise, Betty appreciated having BoE team members sit down with her as she "failed in their presence" and then walk her "step-by-step" through how to succeed.

Another dimension of the training day that users appreciated was interacting with other pilot participants, particularly members of their small groups. Users liked face-to-face time with other teachers in their small groups because they could connect with other professionals with common interests and subject matter expertise. Moreover, users commented that having a personal connection with group members in the beginning supported collaboration later on. Users also liked to hear about the background of the project and how it came to exist. Joel, for example, felt it was important to understand how the pilot and his participation fit into the overall vision for the project. Understanding how the pilot fit into the larger, common vision energized participation for some.

The two dimensions of the training day about which users were most critical were its organization and the technological problems that occurred. Some users felt the agenda and format were disorganized. Seth recalled there being different expectations from the Northern and Southern administrative teams about the format of the day. He remembers thinking to himself, “What did I get myself into?” In order to convey a better first impression in future training days, Seth recommended strongly that the team have a clearer consensus about the day’s agenda. Marge felt the initial training day was “not cohesive... and scattered” because having people all over the state created organizational and relational challenges. In particular, Marge found it difficult to connect with users over the webcam and wished for more community-building efforts. The technological problems that users found troubling were having the site fail during its demonstration and some webcam connection problems. For some users these technological problems added to their perception that the training was disorganized and also created early concerns about the quality of the site.

Most users left training feeling well-prepared to navigate the site and generally clear about expectations and next steps. However, a few users wanted the BoE team to more clearly outline the expectations for their participation during, and after, the initial training. Seth, for example, wished the BoE team clearly previewed all of the expectations and required steps for pilot participation from the very beginning. As will be described further next section, he and others did not always feel certain about what they needed to accomplish. Kathy left the training feeling unclear about who she needed to contact for specific types of questions or issues. Pamela’s suggestion was more specific. She liked that her group was given some choice in terms of how they would correspond with one another, and ultimately chose GMail. However, she wished that decision had been made ahead of time so that the training could have included coaching on how to use GMail. She failed to join her first group meeting because she felt unprepared to use GMail.

We also asked participants about the ongoing support during the BoE pilot. Users’ positive overall impressions of the BoE team persisted even after the initial training. Participating teachers spoke highly of all members of the BoE team – from team leaders and administrators to navigators to technical support staff. Users felt that BoE team members were quick to respond to inquiries, communicated with and referred out to one another when necessary, and did so in a manner that users described as “gracious,” “respectful” and “always helpful.”

Participants had glowing reviews for the great majority of navigators. They appreciated that navigators were readily available online and by phone and typically responded within 24 hours. When navigators could not answer questions themselves, users told stories about how proactive navigators were in connecting them with other team members who could answer their questions. Additionally, teachers appreciated how most navigators responded to group issues. Pamela, for example, was initially discouraged about failing to join her first online group meeting because of her problems using GMail. Afterwards, however, she was extremely grateful that her navigator passed along the meeting notes, advised her about future expectations, helped prepare her for joining the next meeting and assured her everything would be fine. Even though her group struggled to keep together and eventually “fizzled out” altogether, Grace felt her navigator did a “fantastic” job at trying to regroup the team and get them back on track. It meant a lot to her that he navigator contacted her and other group members by phone to share her concerns.

Only a few users indicated that their navigators did not meet their needs. For instance, a couple users felt their navigators were not able to adequately support them with technology issues they faced. On this point, Kathy suggested that the BoE project use some of the pilot users as future recruiters, trainers, and support staff because of their strong familiarity and facility with the site. Even though Grace and Pamela always spoke positively about the support they received from their navigators, their experiences during the pilot suggested that their navigators could have done more to support them and others in their groups. Grace, for example, appreciated when her navigator called her to ask why she had not been responding to topics or posting resources. She had been posting responses and resources all along, so was glad to know that perhaps her efforts were failing. However, Grace continued to feel uncertain about how to post comments and resources throughout the remainder of the pilot, suggesting her navigator could have offered more support after the phone call. Pamela felt her navigator did a great job at stepping in when Pamela missed the first online meeting due to technological issues. Though Pamela took personal responsibility for her failures, saying she should have done more to learn about and practice using GMail leading up to the meeting, her story also suggested that future navigators or support team members do more to ensure users are comfortable with and able to use technologies before their first group meetings.

Most teachers gave positive reviews of the online technical support. Seth was particularly impressed with the technology team

and how seamlessly they maintained and updated the site. When he approached some members of the technology team during the initial training day to share issues he had encountered on the site, he could tell that they were already aware of all the problems he brought up and on top of fixing them. Seth attributed how smoothly the pilot ran, and how quickly bugs got worked out on the site, to the technology team's rigorous and ongoing internal testing. Almost all users who contacted the technology team for online help or support also reported getting quick responses, typically within 24 hours. On the other hand, two participants said they did not receive enough feedback from the technology team that their requests had been received or considered. Joel, for instance, felt like the technology team could have "taken more initiative" to reach out to users. He said that when he wrote the technology team about problems, he never got direct replies from them. Joel wanted more feedback or at least to know the technology team had received his request, even if it was a simple email acknowledging receipt of his communication.

Many users wanted more online help and support built into the site itself, so they would not always have to contact technology staff or other BoE team members. Marge envisioned more of an "instructional-oriented" help section, especially for users who were less experienced with navigating websites. She imagined a list of common navigation issues, with step-by-step directions for how to deal with each one. Similarly, Joel wanted an online tutorial for new users. He also recommended a "Top Features" section so users knew what features were available on the site, along with "Cliff's notes" for how to use them. Additionally, some users asked for a more obvious icon to request online help because they had some difficulty figuring out where to do so initially. Kathy recommended an icon with a picture of the technology person who was on call.

A few users expressed uncertainty about expectations for their participation during the pilot. The users who fell under this category had all been identified as low-engaged users by their navigators, suggesting perhaps that being clear about expectations was an important part of successfully engaging with the site. Seth was the most outspoken about his uncertainty. He said that after the initial training he felt "turned loose in the water." Looking back on his experiences, he would have preferred having a "clear script" to follow, which he described as specific goals set out at the beginning and achievable checkpoints along the way. As expectations were currently communicated, he was "not always clear what I needed to accomplish as far as keeping on track." Similarly, Grace expressed often feeling "in the dark." She was not alone in her group,

as another user contacted her to find out what the expectations were. Her team's uncertainty suggested that clearer expectations from their navigator and others might have helped. Both Grace and Pamela recommended more face-to-face trainings or meetings after the initial training to get ongoing feedback about expectations and next steps and how to meet them, to learn about features they may not already know about and to continue to foster connections with other pilot teachers. Recognizing the logistical challenge of gathering teachers from across the state, Grace suggested perhaps organizing regional groups from nearby districts or counties.

Changes in Practice

Participants overwhelmingly agreed that participating in the pilot helped improve their teaching practices and helped align instruction with standards. When asked, "How has participating in this pilot made a difference in your teaching and student learning?" participants responded in one of three ways: greater resources, increased collaboration, and more effective use of technology.

While most of the survey items addressed specific features of the BoE site and of participants' experiences, the survey also shed light on participants' perceptions of changes to practice as a result of participation in the pilot.

Figure 5 shows that when teachers were asked the extent to which they agree with the statement, "Participating in this pilot has helped improve my teaching practice," 35 percent were in strong agreement and another 58 percent were in agreement. Similarly, 23 percent strongly agreed and 50 percent agreed with the statement, "BoE has helped me align or match my instruction to the standards."

When asked how participating in the pilot affected their teaching, multiple teachers reported greater ease of searching for resources and being able to access higher quality resources. A number of these teachers particularly pointed to the benefits of having the resources linked to standards.

“I have a portal to start all my curricular searches when I am trying to match resources and standards. The resources I find are usually quality resources rather than something that may only add a little to my lesson.”

“It gave me a one stop shop for all my lesson planning and presenting needs.”

“It has provided more of a one-stop-shopping for standards based instruction.”

“Yes, it has made me more conscientious about the types of curriculum that I find and utilize. I feel my students have benefited too, because the lessons or activities that I found are standards based.”

“It has given me a wealth of new resources as well as resources to use to refine my searches. It has helped me to use technology more in my classroom which has raised interest in my students’s learning.”

“Better match of online lessons to state standards.”

“I am more familiar with my assigned standard and the resources that are available on the web for this standard.”

“Before BOE, the only resource I could consistently count on was Illuminations.”

“Locating new tools for the classroom.”

“I now am able to incorporate a much more diverse spectrum of valuable resources into my classroom which benefits both my students and myself”

“It’s opened my eyes to the varied approaches that others take as well as the numerous resources that are on the net.”

“I gained a few new methods of giving notes to students which were very beneficial.”

“Participating in the pilot allowed me access to great lesson plans which definitely enhanced the teaching and learning that takes place in my classroom. I also enjoyed being a part of something that I think will be extremely useful for teachers.

“Finding resources was much easier and I could trust the sites.”

A substantial number of teachers cited networking and collaboration benefits.

“I feel that I am now able to reach out and work with people through this website. I can bounce ideas off them through discussion and messages and then wait anxiously for their responses. I have found myself waiting for the responses and then enjoying what they were.”

“I am very committed to utilizing online networking to improve my teaching.”

“Sharing lessons and having the opportunity to test and comment on them helped me to be a better teacher.”

“A good lesson without feedback it’s like a good recipe that hasn’t been tasted.”

“I enjoy working with others. Teachers sometimes get trapped in their classrooms. This allowed me to participate professionally outside my classroom.”

Finally, some teachers cited an increased and more productive use of technology as a consequence of participation.

“I now actively use Internet resources as I plan my lessons.”

“I have used technology more frequently. It allowed my students to focus more effectively”

“I have made more of an effort to find interactives for the kids to use that help them to visualize math concepts more.”

“I have made technology a priority in my lesson planning. The students have enjoyed the occasional change in the routine.”

“I was able to use my projector in a more productive way.”

“I am more comfortable navigating sites in search of instructional materials.”

“Confirmed knowledge that many educators, even pilots, are still only beginning to cut teeth utilizing technology in the classroom.

As described previously in the section on professional networking and collaboration, the survey also asked respondents: “How has participating in this pilot changed how you plan to use online professional network sites in the future?” Appendix E provides the detailed answers. While four respondents indicated that they had no change in plans, the other respondents planned on using professional networking sites more as a result of participation.

Additional Information: Recruiting Future Participants

This report focuses on the pilot of BoE from March through June, 2009. However, this is just one stage in the development of the site. In order to gather information on teachers' perspectives on effective recruitment, we asked, "How do you suggest that we market Brokers of Expertise and its resources to new users during the 2010 launch?"

Most teachers focused on targeting organizations, such as schools and districts.

"Have school districts or school sites give it a push for their teachers."

"I think we should inform teachers through their district websites."

"I think that you should send information out directly to the school districts. I actually found out through CUE because I am a member. I think sending out information to professional teacher organizations, and technology groups is also an excellent way to get more teachers on board."

"Marketing it to schools as a place where teachers can find and share resources. Teachers love to show off what they have created, and this site would be a great place for quality standard aligned lessons to be collected and shared."

"Get district administrators and school principals on board. Have existing users present to their respective staffs. Make a presentation at the CUE conference. Get an article in the CUE monthly magazine. Get an article in the CTA monthly magazine."

"Let principals and colleges know so they can spread the word. Do an inservice."

"I think it should be on the state's website if you can. If not, be sure to use Twitter and Diigo!"

"I would market to the Universities that have a Credential program. Give new teachers a place to collaborate with "old Timers"

"Marketing through credential preparation courses, and educational organizations."

A number of teachers recommended using pilot participants to aid in marketing:

“Have pilot teachers present it at board meetings or county offices.”

“Pilots now become Ambassadors and share our findings with school staff as well as parents.”

“Have each of the pilot teachers share with their site, make a team of teachers. Then encourage the pilot teachers to present the website to technology coordinators at a monthly technology meeting. I suggest the trainer model supported through local CTAP regions.”

“I think that you might try the personal touch by maybe having current members invite others. Also maybe having us talk to our staffs and district staffs on the advantages of a website like BoE.

- Get your pilot teachers and navigators to train teachers at their district or school site. Offer professional development hours for attendance. Plant videos on YouTube, Teacher Tube, etc. Set up a group page on Face Book.”

“As for the marketing and launch of BoE to new users, I think it’s essential to ask people who are familiar and comfortable with the site, to promote BoE to their site administrators and at the district level. I would suggest teachers (perhaps the piloting teachers?) demonstrate the advantages of using BoE and offer training to new users. From my teaching experience, I have learned that most of the time teachers do not want to add anything else to their plate; they are already busy enough. Therefore, I think it’s essential for the promotion of the site to emphasize ease-of-use, the abundance of resources available (which will ultimately lift much of the planning/preparation burden) and, perhaps most important for administrators, how BoE ties in perfectly with Professional Learning Communities.”

Others focused on improving the site:

“I feel that alignment of resources to state standards will make use much faster and inviting.”

“Allow lesson search without login in.”

“Make your home page very friendly and select proven-to-work lessons as a presentation tool. It’s all about marketing a good idea.”

“A network of “Brokers of ‘Expertise’” within the site able to help teachers using the resources. Personalize each new users with an “pilot” to help with the resources posted or help to find resources each individual teacher might need.”

Some teachers suggested emphasizing certain aspects of the site in marketing.

“A private online network designed for teachers by teachers.”

“Push the online collaborative parts more than the resources component. BoE should not be a collection of resources, it should have teachers networking and having more dialog.”

“I think that teachers and districts have different needs, so there needs to be multiple approaches. For me, I am looking for connecting with teachers that I know for collaboration purposes. Others may be looking for resources.”

“I believe that the standards-based approach is integral to teachers’ needs. Marketing the program while advertising standards-based lessons would be a huge attraction to all teachers. I do believe that there will need to be on-site facilitators either in a school district or ideally in every school. The site is easily accessible but navigating it for new users, and especially those not so “tech saavy”, will prove to be a detraction for many. Only through training and “resident on-site experts” will it prove to flourish beyond BoE’s expectations. Another very important facet is the comment section of teachers’ reviews of these sites. These have proven very useful to me in whether or not I would need to access a particular site or not. Many times we access sites and find out that it doesn’t really suit our needs, thus a waste of our valuable time. A good but brief description of each individual resource is imperative in my opinion.”

Finally, one teacher recommended a name change:

“From a marketing standpoint, you need to select another name. Brokers of Expertise is difficult to remember, difficult to pronounce and BoE is a difficult acronym. For example, Teacher Tools Online would flow more easily and be more descriptive if it was an available name. Secondly, you need to focus the site on its strength which is shared resources. Put those front and center in a wide middle column of three. Four columns is way too busy. Get the discussion items linked with a summary on the front page and share the middle column. You don’t necessarily need to headline the contributor. That seems to keep people from posting as often. Third, streamline the site. Some actions that the leaders feel are important take 5 clicks and are not obvious and easy. “You have to realize that your next group will be a magnitude less comfortable with computers and the average teacher is two magnitudes less comfortable. Remember, you modeled this thing after something popular with teenagers not teachers. More ideas: You need to adapt the site for RSS. Maybe a weekly newsletter or podcast. That would be something I could do.”

VI. Conclusion and Recommendations

There is every reason to believe that an online resource and collaboration site for teachers could appeal to teachers, could improve teaching and lead to greater educational opportunities for students:

- Teachers need to make decisions quickly. Online resources can provide information when needed.
- Professional development programs that have demonstrated positive effects in the past are long-term programs linked to the content and curriculum. Well designed resource and collaboration sites should be able to provide long-term support.
- The very limited evidence on the effectiveness of these sites is positive.
- Pilot participants are overwhelmingly pleased about the potential of these sites support their work.

Overall pilot participants were positive about their experience in the BoE pilot.

- They rated the quality of the resources highly.
- They had success implementing BoE resources in their classrooms.
- They valued the alignment of resources to standards.
- They indicated that participation in the pilot increased their access to resources.
- Their use of online resources increased over the course of the pilot.
- They viewed professional networking and collaboration as a key element of BoE.
- They found the site a valuable place to collaborate.
- They indicated some increase in the use of online collaborative tools over the course of the pilot.

- Some participants planned to participate more in online professional networking as a result of the pilot.
- They found the site inviting and easy to navigate.
- They reported a positive and supportive climate in the training.
- They spoke very highly about the BoE staff and the ongoing support they received.

However, they also identified some shortcomings including:

- A need for more and more variety of resources, especially for some of the standards
- A difficulty in sharing resources, including problems with uploading and linking to resources
- A difficulty in communicating with other users including a slow response time, which they sometimes tied to a lack of instant messaging capability
- Low participation in discussions
- Indirect navigation to some web pages or screens
- Suboptimal search features

RECOMMENDATIONS

Based on this assessment of BoE's accomplishments and opportunities, we offer the following recommendations for BoE to consider as it enters its next phase of development.

Resource Repository

1. Continue to prioritize high-quality resources, including ones aligned with the standards.

It will be important to consider ways of maintaining an effective vetting system as the project scales up and allows open-sharing from more and more diverse users.

2. Increase the diversity of resources available across and within a given topic or standard.

Consider diversity in grade-levels, subject areas, resource suppliers and pedagogical approaches (interactive activities, handouts, video-based lessons, games, etc.) .

3. Improve algorithms for gathering and sharing resources to increase the amount and diversity of resources, and to help users find them.

See “Design and Navigation” section for more specific recommendations.

4. Open-sharing of resources is important to users, but protection policies on open-sharing need to be clearly defined and articulated.

Professional Networking & Collaboration

1. Include more users in the next phase to increase the amount of user sharing.

This will help reveal the degree to which professional networking and collaboration shortcomings are caused simply by the amount of participants or by design features.

2. Improve some professional networking and collaboration features.

As examples, provide an instant messaging option on the site; consider ways of advertising the discussion board so users are made aware of its existence (e.g. a “Main Features” section that mentions the discussion board) and of current discussions (e.g. notifications); better organize discussion board around threads and reduce visible text (e.g. make more collapsible/expandable); and streamline process for sharing resources (see recommendations from “Resource Repository” section above)

3. Establish and communicate clearer expectations to better support ongoing and high quality participation within groups.

4. Utilize and develop face-to-face and personal connections to support online collaboration.

As examples, consider piloting BoE with already-existing professional groups (e.g. districts, schools); include more face-to-face trainings after the initial training (perhaps local/regional groups); incorporate community-building activities or other means of forging stronger, authentic personal connections between users; and encourage forms of collaboration beyond resource sharing and reviewing

Site Design & Navigation

1. Improve algorithms and procedures for linking to and posting resources.

Streamline the system for posting and linking to resources to make it faster, simpler and more certain. Some suggestions to do so include: reduce the number of screens and amount of time required on each (e.g., consider using solely a scaled, check-mark system); make the “making public” screen simpler and easier to find; improve navigation between posting resources and making comments about those resources; prevent users from feeling uncertain about whether they have succeeded in posting a resource or about where that resource has been posted; perhaps include notifications so users know when they have been successful or how they have not been.

Also, articulate clear policies about whether certain resources cannot be linked/uploaded onto the site; delete links that send users to sites that no longer exist; and consider incentives for users to upload and link to resources.

2. Re-organize discussion board by threads that can be easily expanded or collapsed.

3. Improve the notifications system to continuously and accurately update users about who is online and what is going on (e.g. discussions).

As examples, send email notifications when others are trying to contact or reply to users; and consider including the text of the communication or a link that directs users to it.

4. Improve system for searching for resources by standard.

As examples, streamline process to require fewer windows; make it more intuitive for new users; ensure that resources are properly identified by standard; and design a way to easily return users to where they left off in case something goes wrong, so they need not start all over.

Training & Support

Initial Training Day

1. Establish a clear consensus among all BoE team members about the format and agenda for the initial training.

2. Continue to include supervised practice with using the site.

3. Ensure the technology used during the initial training will function adequately and support the day's agenda.

4. Articulate clear expectations and steps for participation in the pilot from start to finish.

5. Provide even more opportunities to build community and forge personal connections between users.

- 6.** Offer training on programs/platforms that users will use to communicate with one another during group meetings.

Ongoing Training & Support

- 1.** Navigators and other support staff need to continuously communicate clear expectations and next steps for participation, and ensure users have necessary training to meet these expectations

For example, include follow-up, face-to-face training days, perhaps in regional/local groups.

- 2.** Consider using participants from the initial pilot for recruitment, training and support of new users.

For example, hire navigators and support staff who are very familiar with the site and facile with the technology used during pilots.

- 3.** Make icon for online help more salient and inviting, e.g. pictures of staff who are on call.

- 4.** Provide users who seek online help or communicate with technology staff immediate assurance that communication has been received and is being processed

For example, include an instructional online help and support section on the site.

- 5.** A list of common navigation issues and step-by-step instructions for how to manage them.

- 6.** Add a “Top Features” section with online guidance for how to use them.

Appendix A: Examples of Online Resources for Teachers

These are examples of sites that are currently operating which provide resources for teachers. They are organized into the following five categories:

State or County Sponsored Sites – These sites are sponsored by state or county Departments of Education.

“Comprehensive” Sites - These sites include a combination of free lesson plans, discussion forums, resource guides, etc.

Discussion Forums/Blogs - These sites primarily provide discussion forums/blogs for teachers.

Lesson Plans/Worksheets - These sites primarily provide free lesson plans and worksheets.

Organizations - These are for-profit or non-profit organizations which have free lesson plans/worksheets on part of their website.

State or County Sponsored Sites

- Contra Costa County, California: www.ed1stop.net
- Texas: <http://ritter.tea.state.tx.us/bestprac>
- Vermont: <http://132.198.60.15/lv/loginDone.forward>

“Comprehensive” Sites

- Better Lesson: www.betterlesson.org
- Columbia Education Center: www.col-ed.org
- Education World: <http://www.education-world.com/>
- Lesson Planet: www.lessonplanet.org
- ReadWriteThink: www.readwritethink.org
- Teacher Network: teachersnetwork.org or www.teachnet.org
- The Apple: www.theapple.com/training
- The Educator’s Reference Desk: www.eduref.org
- ThinkFinity: www.thinkfinity.org
- Web English Teacher: www.webenglishteacher.com

Discussion Forums/Blogs

- Classroom 2.0: www.classroom20.com
- Cornerstone Yahoo Group: <http://groups.yahoo.com/group/TheCornerstone-ForTeachers/join>
- ProTeacher Community: www.proteacher.net
- Scholastic: <http://community.scholastic.com>

Lesson Plans/Worksheets

- edHelper.com: <http://edhelper.com>
- Fun Brain: <http://www.funbrain.com/>
- Lesson Plan Central: <http://lessonplancentral.com>
- Lesson Plan Search: www.lessonplansearch.com
- Lesson Planet: www.lessonplanet.com
- LessonPlans.com: www.lessonplans.com
- LessonPlansPage: www.lessonplanspage.com
- LessonPlanZ.com: www.lessonplanz.com
- Quia: www.quia.com/shared
- Sites for Teachers: www.sitesforteachers.com/index.html
- Teacher Planet: <http://www.lessonplans4teachers.com>
- Teachers.Net: <http://teachers.net>
- Teachnet.com: www.teachnet.com
- The Teacher's Corner: www.theteacherscorner.net

Organizations

- California State University Northridge: www.csun.edu/~hcedu013/plans.html
- Core Knowledge Foundation: <http://coreknowledge.org/CK/resrcs/index.htm>
- Crayola: www.crayola.com/lesson-plans
- Discovery: <http://school.discoveryeducation.com>
- Drexel University: <http://mathforum.org>
- Houghton Mifflin Harcourt: www.eduplace.com
- Library of Congress: www.loc.gov/teachers
- Microsoft: www.microsoft.com/education/lessonplans.mspx
- Mid-Continent Research for Education and Learning (MCREL): www.mcrel.org/lesson-plans
- National Council of Teachers of English: www.ncte.org
- National Endowment for the Humanities: www.edsitement.neh.gov
- National Geographic: www.nationalgeographic.com/xpeditions/lessons/matrix.html
- National Geographic: www.nationalgeographic.com/xpeditions/lessons
- New York Times: www.nytimes.com/learning/teachers
- PBS: www.pbs.org/teachers
- Scholastic: www2.scholastic.com
- Smithsonian: www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html
- University of Arizona: <http://biology.arizona.edu/sciconn/lessons2/lessons.html>
- University of North Carolina: www.learnnc.org

Appendix B: Baseline Survey Items

BoE: Pilot Teacher Baseline Evaluation Survey (March 6-13, 2009)

1.What technology tools do you have accessible in your classroom, e.g. computers, LCD projector, etc.?

2.Where would you most regularly use the Internet for lesson planning?

- a. Home
- b. School
- c. Other (please specify)

3.How often do you have conversations with others outside of your schools about your lesson planning?

- a. Not at all
- b. Infrequently
- c. Occasionally
- d. Frequently

4.What online collaborative tools do you use for this purpose? Check all that apply:

- a. E-mail
- b. Facebook
- c. Discussions
- d. Collegial listserves
- e. Other (please specify)

5.How often do you use the Internet to identify instructional resources?

- a. Not at all
- b. Infrequently
- c. Occasionally
- d. Frequently

6.How often do you use the Internet to access resources identified by standards?

- a. Not at all
- b. Infrequently
- c. Occasionally
- d. Frequently

7.How often do you utilize Internet standards-identified resources in your lesson planning and delivery?

- a. Not at all
- b. Infrequently
- c. Occasionally
- d. Frequently

8. How valuable do you find standards-identified resources that you find online?
- a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional
 - e. Not applicable
9. How often do you have online conversations with colleagues about your use of resources to address the needs of your students?
- a. Never
 - b. Seldom
 - c. Occasionally
 - d. Frequently
 - e. Continuously
10. What gaps have you encountered so far in your search for relevant content in 4th grade Reading/Language Arts or Algebra I?
11. How often do you access online resources to assist English Language Learners in 4th grade Reading/Language Arts or Algebra?
- a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
12. How valuable do you find these resources?
- a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional
13. How often do you access online resources for gifted students in your class?
- a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
14. How valuable do you find these resources?
- a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional

15. How often do you access online resources for other student groups in your class?
- a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
16. How valuable do you find these resources?
- a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional
17. Which adopted text does your school use for 4th grade Reading/Language Arts or Algebra I?
18. Does your adoption provide online resources?
- a. Yes
 - b. No
19. If so, how often do you utilize them?
- a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
20. How valuable do you find these resources?
- a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional
21. Historically, how have you discovered new resources to support your work?
- a. Fellow teachers
 - b. Professional development
 - c. Online searches
 - d. Conferences
 - e. Adopted texts/supplements
 - f. Other publisher materials
 - g. Other (please specify)

22. Where do you get the best support from your teaching colleagues?

- a. School staff or grade level meetings
- b. Chance meeting with other teachers
- c. Professional networks
- d. District meetings
- e. Subject matter networks
- f. Other (please specify)

23. How can a “community of practice” (i.e. “professional learning community”) provide the most support for your work?

24. How often do you access online resources for other student groups in your class?

- a. Not at all
- b. Infrequently
- c. Occasionally
- d. Frequently

Appendix C: Post-Pilot Survey Items

BoE: Post-Pilot Teacher Survey (June, 2009)

1. How often do you use the Internet to identify instructional resources?
 - a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
2. How often do you use the Internet to access resources identified by standards?
 - a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
3. How often do you use the Internet standards-identified resources in your lesson planning and delivery?
 - a. Not at all
 - b. Infrequently
 - c. Occasionally
 - d. Frequently
4. How valuable do you find standards-identified resources that you find online?
 - a. Inadequate
 - b. Adequate
 - c. More than adequate
 - d. Exceptional
 - e. Not applicable
5. How often do you have online conversations with colleagues about your use of resources to address the needs of your students?
 - a. Never
 - b. Seldom
 - c. Occasionally
 - d. Frequently
 - e. Continuously
6. On average, estimate how often you have visited the BOE site from March 15th through now?
 - a. Less than once a month
 - b. At least once a month, but less than once a week
 - c. 1-3 times per week
 - d. 4-8 times per week
 - e. 9 or more times per week

7. On average, estimate how much time you have spent on the site from March 15th through now.

- a. Less than 1 hour per month
- b. At least 15 minutes per week, but less than 1 hour per week
- c. 1-2 hours per week
- d. 3-4 hours per week
- e. 5-6 hours per week
- f. More than 6 hours per week

8. On average, how often have you engaged in discussions on the BOE site?

- a. Less than once a month
- b. At least once a month, but less than once a week
- c. 1-3 times per week
- d. 4-8 times per week
- e. 9 or more times per week

9. On average, estimate how often you anticipate accessing the BOE site after June 30th.

- a. Less than once a month
- b. At least once a month, but less than once a week
- c. 1-3 times per week
- d. 4-8 times per week
- e. 9 or more times per week

10. During your participation in this pilot, how have you used the site? Please rank the following possible uses by order of importance to you. (Choose a “1” for the item that is most important, a “2” for the item that is your next most important choice, etc.)

[Response Options: 1 2 3 4 5 6 7]

To identify curricular resources

To identify best teaching practices

To better align my instruction with the standards

To share curriculum or practices that I have developed

To build or participate in a professional community

Other (describe below)

11. After using the BOE site over the last few months, to what extent do you agree or disagree with the following:

[Response Options: *Strongly disagree* - *Disagree* - *Agree* - *Strongly agree*]

The BOE site is an inviting environment to use.

It is easy to navigate the BOE site.

BOE has been a useful site to give and receive professional feedback.

I have actively posted comments and/or resources on the BOE site.

The BOE site has made it easier for me to identify quality instructional resources.

It is easy to communicate with other users on the BOE site

BOE is a valuable place to collaborate with and build community with other professionals.

BOE has helped me align or match my instruction to the standards.

Participating in this pilot has helped improve my teaching practice.

I will recommend that my colleagues use the BOE site in the future.

BOE has great potential as a professional networking site for teachers.

12. Was the assignment a useful way to become familiar with and to use the BOE site?

- a. Not helpful
- b. A little helpful
- c. Helpful
- d. Very helpful

13. Was it helpful to be paired with others around a particular standard?

- a. Not helpful
- b. A little helpful
- c. Helpful
- d. Very helpful

14. Was it helpful to collaborate with other teachers on this assignment?

- a. Not helpful
- b. A little helpful
- c. Helpful
- d. Very helpful

15. Was the navigator helpful in supporting you on this assignment?
- Not helpful
 - A little helpful
 - Helpful
 - Very helpful
16. Have you used the BOE site as a way to collaborate with and/or build community with other professionals online?
- Yes (If yes, please describe how you used BOE to collaborate and/or to build community with other professionals and list one example of this type of use that proved particularly useful in your teaching.)
 - No (If no, please explain why.)
17. Have you benefited from your discussions on the BOE site?
- Yes (If yes, please describe one example of how a discussion has proven useful in your classroom.)
 - No (If no, please explain why you think these opportunities for discussions have not been helpful.)
18. How has BOE affected your use of online collaborative tools?
- [Response Options:
Now use less than before
There is no change in usage
Now use more than before]
- E-mail
 Facebook or other social network sites
 Discussion forums or chat rooms (including live or instant messaging)
 Collegial listserves
 Other (please specify)
19. How has participating in this pilot made a difference in your teaching and student learning?
20. How has participating in this pilot changed how you plan to use online professional network sites in the future?
21. How do you suggest that we market Brokers of Expertise and its resources to new users during the 2010 launch?
22. We are interested in improving the site. What additional content (information on curriculum or instruction) or improvement to current content would be most helpful for you?

Appendix D: Interview Protocol

BoE Interview Protocol for Pilot Participants

BACKGROUND/ICE-BREAKING

Where do you teach? What grade level, subject area, courses?

How did you get involved with the BoE project?

EVALUATION QUESTIONS

What did you like best about the BoE site?

What were its shortcomings?

Would you tell me a bit about the content on the site?

Were the kinds of materials you were looking for available through the site?

Would you give me an example?

Did the available content fit your needs?

To what extent did you find useful curriculum or instructional material that you didn't set out initially to find? Would you give me an example?

In what ways could the content be improved?

What about the professional networking aspect of the site?

Did you find the BoE site to be a useful online community for teachers to collaborate and share instructional expertise? Why or why not?

What did you gain from networking on the site?

Would you describe specific opportunities you had to use the site as an online community to collaborate and share instructional expertise?

Did you spend any time on the "discussion" section? If so, describe how you participated there. If not, why not?

How do you think the networking could be improved?

What did you think about the design and navigation of the site?

What did you like about it? Was it inviting?

What could be improved?

How easy was it to find what you were looking for?

Would you describe the training and support you received during the BoE pilot phase.

What was most helpful?

What could have improved?

When you had a problem using the site, what steps would you typically take to resolve it?

What more would have been helpful to support users on the site?

Just to wrap up, imagine you were in charge of designing your ideal online curriculum, instruction and professional networking site.

How would your site be similar to BoE?

How would it be different from BoE?

Appendix E: Survey Open-Ended Responses

What additional content (information on curriculum or instruction) or improvement to current content would be most helpful for you?

- Simply, a much larger selection.
- More resources added by other teachers.
- Add a chat or instant message feature (like Facebook)
- I would love to see correlations to the state adopted textbooks.
- Is there a way to link publisher support materials to the site?
- More and more teachers are using SMART boards A Notebook category would be helpful
- I would like to find a way that standards based curriculum could be tracked, so that it is more easily found and accessed.
- Continue sending me the newsletter and site updates.
- I found it somewhat confusing when it came to submitting a resource and then needing to edit it later. It took awhile to figure out how so I can imagine when other teachers who aren't as "tech saavy" as I am try doing the same will have difficulty. Many teachers at my school come to me to ask for help with technology and so I know that navigating it for them will be difficult without help.
- Add state adopted curriculum sites/lessons to the site.
- I think that continuing to add standards-based content will continue to improve the site
- Develop English Language Learner and special needs strategy areas. Offer more support for new teachers.
- none
- Discussions-a little bit easier to get to
- Being able to search within the Algebra 1 content standards specifically
- Functions and graphs. Some interactive software for your iPhone.
- Video streaming sites / power teaching links
- Maybe a field for when people to submit so they can possibly identify that "this resource goes with.. Glenco AlgebraI chapter 10.1". A textbook tag so I can search by textbook chapter and section. Just a thought
- not sure
- I think the content of the site is fantastic. My only suggestion would be to identify which resources could be used with the various ability groups in a class. For example, I found one lesson designated for grades 6-8 but I found it a perfect enrichment activity for my fourth graders. This type of label or identification would certainly assist teachers who struggle with differentiation.
- Navigators / pilots available through email linked with new users to help facilitate with resources.

How has participating in this pilot changed how you plan to use online professional network sites in the future?

Most respondents predicted increase use of these sites.

- This site has inspired, and given me many ideas and resources for my dissertation.
- Prior to this pilot I would become overwhelmed by search results and give up looking online for support.

- More centralized
- I tend to use professional network sites more readily because they are excellent way to network, and develop my skills professionally.
- I got lots of practice in online discussions
- I plan to integrate more online collaboration into my weekly planning.
- I plan to spend more time finding resources online and networking with other 4th grade teachers. By communicating with other teachers, I can find good resources that proved successful in other classrooms. This is a time-saving necessity in our busy lives these days.
- I think that professional network sites are a valuable resource for teachers and I would like to continue to participate in a professional network site in the future.
- I am interested in building online professional learning communities in my district. This project helps me figure out how to do so.
- I find myself using them more than before. I feel that I will continue to use the BOE website as well as others to enhance my teaching and student learning.
- I plan on using this site as the foundation to my online professional networking. The resources and feedback from others on this site is very valuable and will continue to be even more valuable I believe as it grows and expands.
- I have a great PLC already, but wanted to join into this math focused one. I ended up working 11 hour days after March 3rd, and did not participate like I wanted to. We are out of school on the 23rd and I plan to make use of the site, and contribute a lot, this summer.
- The quality of the participants made the different.
- I want to continue to participate in an online environment where we continue to build relationships and work on things together.
- I hope that with future revisions the BoE site will flow and feel like a true social networking site. Then I could fully see myself participating. Social sites are designed to bring people of like interests together.
- I hope to use it to connect and collaborate with the other middle school in my district. We have a difficult time in getting all of us together, but love to collaborate with one another. I think the BOE site will be good for this purpose.
- I will try to get more people from my school involved in using the site.
- I would like to seek out more collaborative networks to aid teachers.
- I will definitely be willing to "jump right in," so to speak.
- Before the pilot I seldom used Internet resources and now I do all the time.
- OPN sites are in their infancy and have a long way to go to be effective. It will not be until a site has thousands of users uploading and collaborating that it will become truly useful

Four respondents indicated no change in use.

- No change.
- I had participated and enjoyed professional network sites in the past and I still will.
- I may participate in online discussions more often.
- I have always depended on online resources for lesson planning ideas and materials. I don't think I will use the internet anymore or less than I have in the past. What participating in the BoE pilot made me consider is how best to take part in an online professional network. I, like many teachers, tend to collaborate with the other professionals in my district and site. However, I think sharing ideas and lessons with teachers around the state is exciting and would greatly benefit the profession.

Appendix C3.II

Examples of a Web-based System

CYCLE OF CONTINUOUS IMPROVEMENT (CCI)

May 14, 2010

DATA ENTRY:

Addams ▼ 2010-2012 - *** TEMPLATE *** ▼

2010-2012 - *** TEMPLATE ***

2009-2010 - -----

2009-2010 - CST

2009-2010 - Safety & Climate (Part 1)

2009-2010 - GLAS1/ACS1

2009-2010 - CELDT

2009-2010 - CAHSEE (HS only)

2009-2010 - GLAS2/ACS2

2009-2010 - Safety & Climate (Part 2)

2008-2009 - -----

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VIEW REPORTS:

CREATE & VIEW A PDF REPORT (& PRINT):

Addams ▼ 2009-2010 - ----- ▼

SPSA (Schoolwide) parts only ▼

CREATE PDF

May be slow to create and print

LOCK:

- = At least 1 response is blank.
- = The response is not blank.

CST ELA:

- p1-CST Implementation Analysis -- ELA
- p2-Analysis of Outcomes - Trend Charts - ELA
- P3-CST Results Analysis - ELA
- p4-Analysis of Outcomes - Using AiS to look at Target Groups - ELA
- p5-Summary & Reflection - ELA
- p6-Planning - Incoming Student Needs - ELA
- p7-Putting It All Together - Planning and Monitoring - ELA

CST MATH:

- p8-CST Implementation Analysis -- MATH
- p9-Analysis of Outcomes - Trend Charts - MATH
- P10-CST Results Analysis - MATH
- p11-Analysis of Outcomes - Using AiS to look at Target Groups - MATH
- p12-Summary & Reflection - MATH
- p13-Planning - Incoming Student Needs - MATH
- p14-Putting It All Together - Planning and Monitoring - MATH

PREVIOUS PAGE

SAVE

NEXT PAGE

[View printer-friendly format of all pages in this subject \(pdf\)*](#)

p1 -- Addams
CST Implementation Analysis -- ELA

CST

- This page has 0 subpage of chart/table.

- Identify 3-5 actions specified in your 2008-09 SPSA that you really focused on last year to improve student achievement. Think about how well these actions were implemented and identify SPECIFIC strengths and weaknesses in your implementation levels.

- Rate your level of implementation 1-4 using the following rubric:

Implementation Rubric	
1.	Little or no implementation
2.	Somewhat mechanical and not implementing all elements as planned;
3.	Implementing all elements as planned, but still needed to make some adjustments to strengthen implementation;
4.	Implementing all elements at a high level of quality.

- Also comment on whether or not you implemented as planned and, if adjustments were made, how did these adjustments help or hinder you?

1184 seconds left to save

Action (50 chars max per row)	Universal/ Targeted	Implementation Rating (Must be a number)	Implementation and Context Notes (2,500 chars max per row)
Frontloading & Mini lessons	universal	3.0	continue the implementation of frontloading and mini lessons with aligned assessment and focus on essential standards. Use the release questions and test taking strategies to prepare students for CST.
grade level collaborative planning	universal	3.0	Continue to plan collaborative using the curriculum guides, student performance data to inform instruction of standards to be taught and clusters need attention. Use the released questions and plan lessons with aligned assessment in preparation for CST.
Instructional Coach	targeted	3.0	Continue to provide support to identified teachers using the coaching model with monitoring and discussing student performance data with teachers to target areas with gaps that need extra support in preparation for CST.

Analysis of Outcomes - Trend Charts - ELA

- This page has 4 subpages of chart/table.
- Review each subpage, then answer the question(s) at the bottom (scroll way down).
- If some of the charts/tables don't show, please click the following to download: [File 1](#) | [File 2](#) (pdf format)
(A pdf file may contain 1 or more subpages)

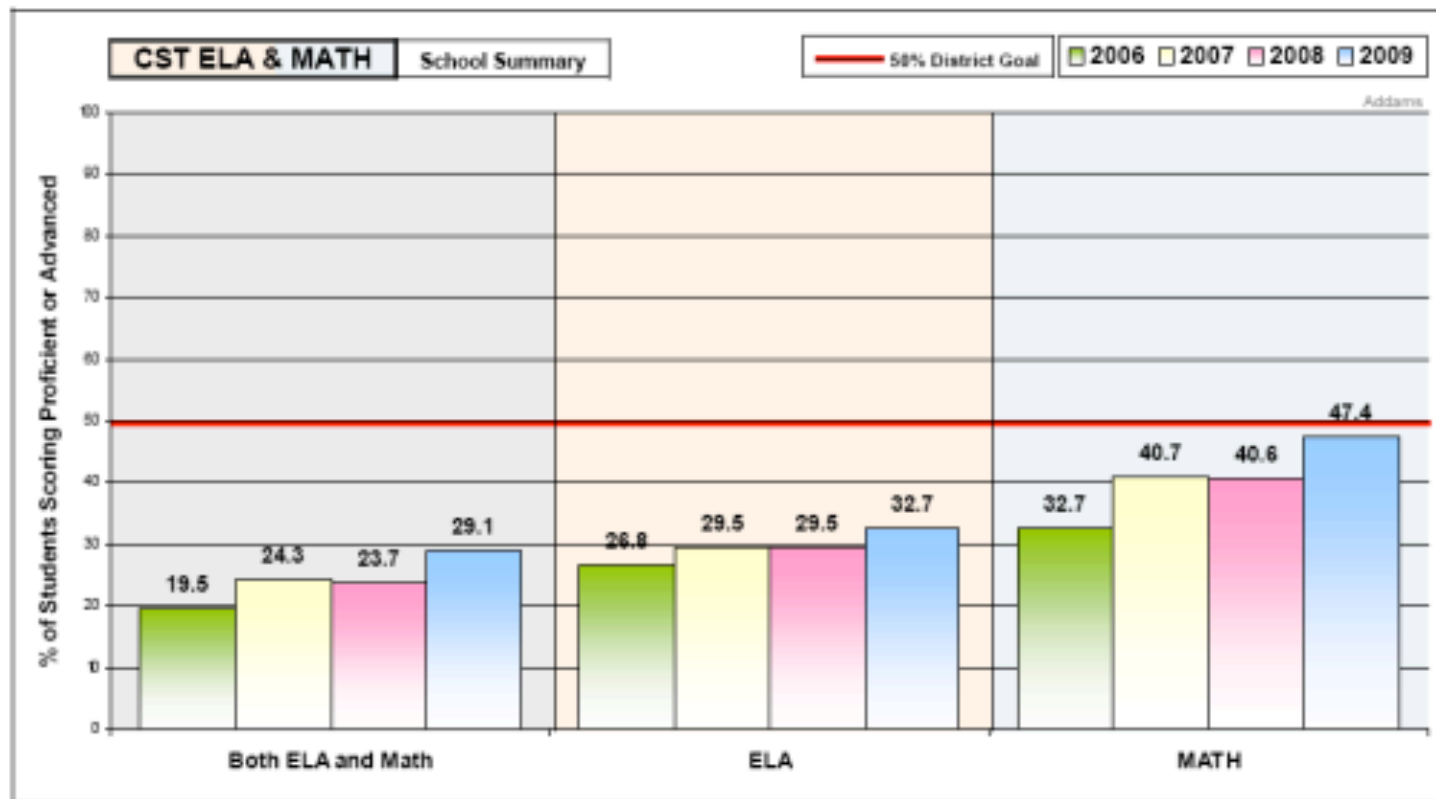
2006
through
2009

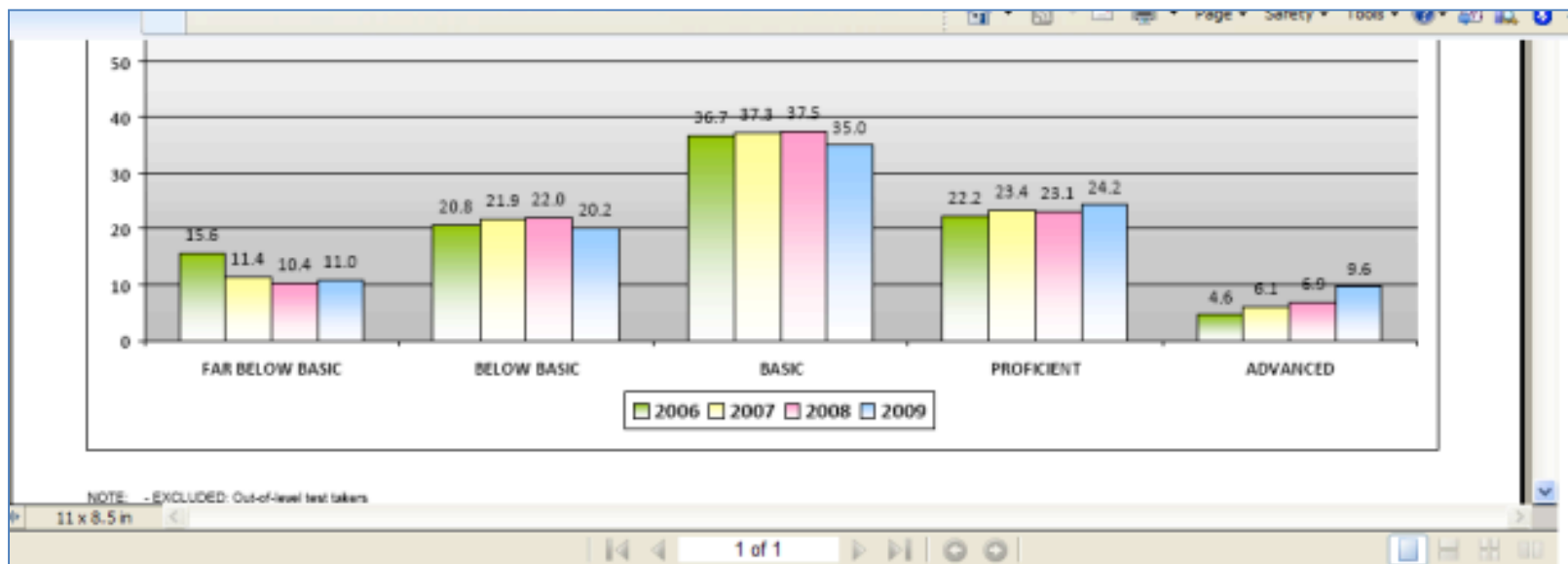
FRESNO UNIFIED SCHOOL DISTRICT
2008 - 2009 California Standards Test (CST & CMA)
Percentage of Students Scoring Proficient or Advanced

August 8, 2009

Addams Elementary

(6th-8th Grade CMA students counted as not proficient)





-- Addams Analysis of Outcomes - Trend Charts - ELA

CST

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Overall, how is the school performing in ELA? What changes do you observe in the % of students at each performance level? How are specific subgroups performing? How are specific grade/course levels performing? Which grade levels/subgroups showed the largest gaps to proficiency? Which gaps are declining?

Overall, Addams School is moving students from the lower levels of performance going from 15.6% of students being in the FBB level in 2006 to 11.0 in 2009. The movement of students in the Below Basic level has also increased slightly going from 20.8% in 2006 to 20.2% in 2009. There is a high percentage of students in the Basic level and there has been an increase in students scoring in the proficient level going from 22.2% in 2006 to 24.2% in 2009. The highest movement has been in the advanced level with a 5% increase. Sixth grade had the highest gain of 17.4% going from 21.7% in 2008 to 39.1% in 2009. Third grade made gains in 2008 but had a decrease of 2% in 2009 and second grade decreased by 4.4%. All subgroups increased except the African American subgroup who continues to be the highest group at risk with only 15.9% proficient.

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Appendix D.I

Assurance D Workplan Timeline

CA RttT Great Teachers & Leaders Workplan and Timeline

Expected Outcome	Activities	Timeline	Responsible Parties
Develop and implement a student growth model – core content areas <i>Project(s): Technical Advisory Committee, RttT Implementation Team</i>	Empanel Technical Advisory Committee	July 2010	Race to the Top Implementation Team
	Research and development of student growth model	2010-11	Technical Advisory Committee
	Adopt growth model (pending adjustments from the pilot)	August 2011	RttT Board of Directors
	Pilot and refine in a minimum of 20% of schools	2011-12	All participating LEAs
	Partial implementation in a minimum of 60% of schools – with student growth having weight in evaluation system starting this year	2012-13	All participating LEAs
	Full implementation of growth model as part of evaluation system in 100% of schools	2013-14	All participating LEAs
Develop and implement multi-measure framework <i>Project(s): Technical Advisory Committee, RttT Implementation Team</i>	Research and development of multiple measure evaluation system	2010-11	Technical Advisory Committee
	Adoption of multiple measures framework, including at least 30% student achievement for both core and non-core subject area teachers	August 2011	RttT Board of Directors
	Trials of multiple measures	2010-11	Select Leadership LEAs
	Implementation, with phased scale-up approach; evaluations conducted annually	2010-11 – 2013-14	All participating LEAs
	Full implementation in 100% of schools; evaluations conducted annually	2013-14	All participating LEAs
	Ongoing monitoring of evaluation implementation	2011-12 and ongoing	RttT Research Consortium and RttT Board of Directors
Develop and implement LEA evaluation systems aligned with the multiple measures framework <i>Project(s): Technical Advisory Committee, RttT Implementation Team, Evaluation-linked PD Training, Evaluation and PD Feedback Loop</i>	Phased development period, with timelines variable per district	2010-11 – 2013-14	All participating LEAs
	Technical assistance to participating LEAs in development of evaluation systems	2010-11 – 2013-14	Technical Advisory Committee
	Define four teacher/leader evaluation categories: Highly effective, Effective, Needs Improvement/Developing, and Unsatisfactory/Ineffective	2010-11 – 2012-13	All participating LEAs
	Evaluation system training/outreach (training #1) provided to teachers, principals, administrators about evaluation system details and implementation timing	In 100% of schools by 2011-12, then ongoing	RttT Implementation Team to contract with 3 rd party provider and/or LEA experts to facilitate training to LEA-identified trainers, including administrators, school leaders, and RttT-funded instructional coaches. LEA trainers to roll out outreach training to all LEA staff through train-the-trainer model. RttT Implementation Team to provide resources / overall facilitation.

Expected Outcome	Activities	Timeline	Responsible Parties
	Develop and administer survey for evaluating training #1 effectiveness (actual administration will be done by LEA); results sent to RttT Research Consortium for analysis	Develop in 2010-11, administer in conjunction with trainings annually	RttT Implementation Team
	Evaluation-linked PD training (training #2) provided to aspiring, new and veteran leaders. Designed to build local capacity to conduct effective evaluations. Include in new leader on-boarding each year and provide refresher / calibration training each year to returning leaders. Ensure all leaders trained by time evaluation fully implemented in 2013-14.	Phase in over 3 years, from Aug 2011 (after multi-measures established) through 2012-13. Then ongoing.	Training delivered by school or LEA experts and/or 3 rd party providers. Train-the-trainer model. Leverage instructional coaches.
	Develop and administer survey for evaluating training #2 effectiveness	Develop in 2010-11, administer in conjunction with trainings annually	All participating LEAs; RttT Research Consortium
Use evaluations to inform key decisions <i>Project(s): Teacher and Leader Pathways, Improvement Plans for Ineffective Teachers and Principals, Pipeline Development for Leaders</i>	Develop and implement improvement plans for ineffective teachers and principals. These improvement plans will include graduated interventions and supports.	Beginning in 2011-12 with pilot group of teachers. Scale up as evaluation data available for more staff	All participating LEAs
	Hire PAR coaches to work with teachers on an ongoing basis. If districts are using an alternative intervention for struggling teachers, they will fill positions during this time.	Hired in 2010-11 and funded through 2013-14	All participating LEAs
	Develop teacher and leader pathways that include opportunities for additional PD and extra-pay-for-extra-work.	2010-11 – 2013-14	All participating LEAs
	LEAs to fund/hire mentor teachers, instructional coaches, PLC leaders, etc.	Hired in 2010-11 and funded through 2013-14	All participating LEAs
	Develop and implement pipeline development initiatives for leaders including leader academy, course curriculum, and PD support for aspiring teachers	2010-11 – 2013-14	All participating LEAs
Establish an alternative compensation pilot program	Develop criteria for competitive alternative compensation grants to individual sites, informed by recommendations by Technical Advisory Committee. Invite all participating LEAs to apply on behalf of individual sites.	2011-12	RttT Implementation Team will oversee grant process
	Evaluate effectiveness of pilot program over three years.	2011-12 – 2013-14	RttT Implementation Team will select third-

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
<i>Project(s): Alternative Compensation Pilot Program</i>			party evaluator
Develop LEA-awarded site-based compensation models	Develop recommendations for criteria for school site selection. These criteria are to include school achievement goals with a specific focus on high-need populations and high-need schools.	August 2011	Technical Advisory Committee
<i>Project(s): LEA-Awarded Site-Based Grants</i>	Select eligible schools, as defined by recommended criteria (above) to participate in site-based alternative compensation grant program.	2011-2012 – 2013-14	All participating LEAs
Attract and retain effective teachers and leaders in high-poverty, high-minority schools and in hard-to-staff subject areas	Establish extra-pay-for-extra-work and PD programs in order to increase effective teachers and leaders in high-poverty/high-minority schools through recruitment and retention efforts	Begin during 2010-11 as teachers are recruited for 2011-12	All participating LEAs
	Implement LEA-specific strategies to attract effective teachers to hard-to-fill subject areas likely to include stipends and tuition assistance.	Begin during 2010-11 as teachers are recruited for 2011-12	All participating LEAs
<i>Project(s): Initiatives to Retain / Recruit Teachers / Leaders in High-Poverty, High-Minority Schools, Initiatives to Retain / Recruit Teachers in Hard-to-Staff Subjects</i>			
Develop Partnerships with IHEs for Pipeline Development	Establish JPAs and / or regional cooperative agreements	2010-11	All participating LEAs
	Identify initiatives in collaboration with regional IHEs and fund programs to develop effective teacher and leader pipeline	2010-11 – 2013-14	All participating LEAs
<i>Project(s): IHE Partnership Development Initiatives</i>			
Expand Existing and Establish New IHE Programs for Teacher	Develop criteria for RFP process for grants to IHEs	2010-11	RttT Implementation Team
	Evaluate applications and disburse funding to IHEs	2010-11 – 2013-14	RttT Implementation Team

Expected Outcome	Activities	Timeline	Responsible Parties
/ Leader Pipeline Development <i>Project(s): IHE Partnership Development Initiatives</i>			
Expand CSU Center for Teacher Quality (CTQ) Work in Evaluation of Prep Programs <i>Project(s): IHE Partnership Development Initiatives</i>	Compile, analyze and report on empirical evidence of value-added to student achievement in K-12 reading, math and science by the preparation of at least 10,000 first-year teachers by 58 sponsors of 116 teacher preparation programs	2010-11 – 2013-14 See Appendix D4iII for detailed expansion plan	California State University (CSU)
	Decide on, specify and begin to implement data-based changes in 60 teacher programs sponsored by 30 institutions (22 CSU campuses and 8 UC campuses)	2011-12 – 2013-14 See Appendix D4iII for detailed expansion plan	California State University (CSU)
	Begin to compile evidence of actual changes in 22 programs sponsored by 11 CSU campuses	2013-14 See Appendix D4iII for detailed expansion plan	California State University (CSU)
Talent management system that facilitates recruiting, evaluation, succession planning and professional learning <i>Project(s): Talent Management System</i>	Write requirements / RFP for system and select vendor and project manager; Develop and / or identify talent management model to be followed in each LEA; identify personnel to support project.	August 2010	All participating LEAs
	Phased rollout of system (<40% of LEAs in Year 1; <80% of LEAs in Year 2; 100% by Year 3)	2010-11 – 2012-13	All participating LEAs
	Training of leaders on how to use system	2010-11	All participating LEAs
Working conditions survey <i>Project(s): Working Conditions Survey</i>	Contract with 3 rd party vendor to develop survey to gather feedback on working conditions that affect teachers' and leaders' decisions to stay in hard-to-staff school. Test and refine survey.	2010-11	RttT Implementation Team
	Administer working conditions survey	Annually, starting in 2011-12	All participating LEAs
	Disseminate data to districts in user-friendly reports	Annually, starting in 2011-12	RttT Research Consortium

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
Establish and provide support to teacher and principal Professional Learning Communities (PLC) <i>Project(s): PLC Development</i>	Train LEA Professional Learning Community (PLC) trainers and / or identify facilitators for PLCs	2010-11	All participating LEAs

Appendix D1iia.I

Supporting Evidence for D1

Supporting Evidence for D1

Evidence for (D)(1)(i): Teachers

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes

Evidence for (D)(1)(ii): Teachers

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification, including:
 - Elements of the program

Exhibit D1: California E.C. sections that support RTTT “alternative pathways to certification” definition elements for teachers

RTTT Element Definition	CA Ed Code: Sections	CA Ed Code: Summary and Representative Quote
(a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education	<p><i>Education Code</i> 44227(a) E.C. 44250 E.C. 44274.2, E.C. 44279.1 E.C. 44279.4 E.C. 44328 E.C. 44373 E.C. 44380 – 44387 E.C. 44830.3 (a)</p> <p>See also E.C. 44259 E.C. 44325 (a) E.C. 44373 E.C. 44450</p>	<p>CA provides support and regulations for teacher alternative certification programs operated by non-IHE public education entities, in order to (1) attract people with work experience outside education and (2) address areas of geographic and subject matter shortages</p> <p>E.C. 44381. As used in this article, “alternative certification program” is a program operated by a school district, county office of education, college or university, or other public education entity, individually or in collaboration with other public education entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential.”</p>
(b) are selective in accepting candidates	<p>E.C. 44453(a)</p> <p>See also E.C. 44325 (c) E.C. 44830.3 (b)</p>	<p>CA requires all participants in alternative teaching internship programs to meet selective admission requirements, including having bachelor’s degree or higher and demonstrating subject matter knowledge.</p> <p>E.C. 44453 “(a) For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from a regionally accredited institution of postsecondary education and shall pass a subject matter examination as provided in Section 44280 or complete a commission-approved subject matter program as provided in Section 44310.”</p>

RTTT Element Definition	CA Ed Code: Sections	CA Ed Code: Summary and Representative Quote
(c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching	E.C. 44326 (d), (e) E.C. 44465 E.C. 44830.3 (a), (b)	CA requires that alternative teacher internship programs “give special supervision and assistance to each intern above and beyond that given to other newly certificated and newly employed school personnel” (E.C. 44465). E.C. 44326 “(d) Each district intern is required to teach with the assistance and guidance of certificated employees selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher education to supervise student teachers. “(e) A certificated employee who assists the district intern shall possess valid certification at the same level or of the same type of credential as the district interns they serve.”
(d) significantly limit the amount of coursework required or have options to test out of courses	E.C. 44468 (a) E.C. 44830.3 (b) See also E.C. 44253.3(e) E.C. 44259 E.C. 44259.2 E.C. 44262 E.C. 44322	CA provides alternative teacher internship programs with the discretion to determine the number of required courses and <i>requires</i> that they provide a written test to replace required training. E.C. 44468 “(a) An internship program . . . shall provide interns . . . the opportunity to choose an early program completion options, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements: (1) Pass a written assessment that assesses knowledge of teaching foundations”
(e) upon completion, award the same level of certification that traditional preparation programs award upon completion.	E.C. 44830.3 (d)	CA permits alternative teacher internship programs to present successful candidates for teacher certification. E.C. 44830.3 “(d) Upon completion of service sufficient to meet program standards and performance assessments, the governing board may recommend to the Commission on Teacher Credentialing that the district intern be credentialed [in accordance with related sections of the Education Code].”

Exhibit D2: Non-IHE teacher preparation and credential programs and RTTT definition of “alternative routes to certification.”

	RTTT Definition Elements for “alternative routes to certification”				
Program Description	a	b	c	d	e
Level I: Preliminary Teaching Credential					
LEA-Operated Internships	Y	Y	Y	Y	Y
Early Completion Internship Option	Y	Y	Y	Y	Y
Peace Corps Teaching Experience Option	P	Y	N/A	Y	Y
Private School Teaching Experience Option	P	Y	N/A	Y	Y
Eminence Credential	N/A	Y	N	Y	P
IHE Operated, LEA Partner Internships	P	Y	Y	P	Y
STEM/CTE Credential Pathways	Y	Y	Y	Y	Y
Level II: Clear Teaching Credential					
LEA-Operated Professional Teacher Induction Programs	Y	Y	Y	Y	Y
LEA-Operated Professional Teacher Induction Programs, Early Completion Option	Y	Y	Y	Y	Y
Peace Corps Teaching Experience Option	P	Y	N	Y	Y
Private School Teaching Experience Option	P	Y	P	Y	Y
Eminence Credential	N/A	Y	N	Y	Y

Y = Yes, fully meets definition element; N = No, does not meet definition element; P = Partially meets definition element; N/A = not applicable

Evidence for (D)(1)(i): Principals

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes

Evidence for (D)(1)(ii): Principals

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification, including:
 - Elements of the program

Exhibit D3: California E.C. sections that support RTTT “alternative pathways to certification” definition elements for principals

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
(a) can be provided by various types of qualified providers, including both institutions of higher education and other	E.C. 44250 E.C. 44270(a) E.C. 44270.1(a) E.C. 44510 - 44517	CA provides support for non-IHE alternative preparation programs for principal and other administrative services credentials. E.C. 44250 “The commission shall issue only the following two types of

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
providers operating independently from institutions of higher education		<p>credentials, with authorizations as hereinafter defined:</p> <ul style="list-style-type: none"> (a) A teaching credential. (b) A services credential. <p>The commission may issue an internship teaching or services credential.”</p> <p>E.C. 44273 “Notwithstanding any other provisions of this code, any credential described in Section 44250 shall be issued to an applicant under the following circumstances:</p> <ul style="list-style-type: none"> (a) The commission has accepted, upon application of an approved institution supported by detailed data and justification, a program developed and offered by that institution as an experimental, exploratory, or pilot program of preparation for such a credential.”
(b) are selective in accepting candidates	<p>E.C. 44270(a)</p> <p>Standard 5: Admission (Commission on Teacher Credentialing (CTC), 2009b¹ (regulations))</p>	<p>CA requires a number of significant prerequisites for eligibility that must be earned prior to acceptance into an intern program. These requirements include:</p> <p>A valid teaching credential (E.C. 44270(a)(1) (A) – (D)) and</p> <p>“(2) Completion of a minimum of three years of successful, full-time classroom teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status or three years of experience in the fields of pupil personnel, health, clinical or rehabilitative, or librarian services.”</p>
(c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching	<p>Standard 7: Field Experience and Clinical Practice (CTC, 2009c² (standards))</p>	<p>E.C. 44270(a)(3) provides for the CTC to approve programs for satisfying the requirements for the administrator credentials.</p> <p>The CTC standards require approved programs to include supervised, school-based experiences and on-going mentoring and other support (Commission on Teacher Credentialing, 2009b)⁴.</p>

¹ Commission on Teacher Credentialing. (2009b, December). *3D. Action. Professional services committee. Update on funded teacher development programs*. Sacramento, CA: Author. Retrieved January 12, 2010, from <http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf>.

² Commission on Teacher Credentialing. (2009c, August). *Standards of quality and effectiveness for administrative services credentials*. Sacramento, CA: Author. Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>.

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
	Standard 8: District-Employed Supervisors (CTC, 2009c ³ (standards))	<p>CTC, 2009c⁵</p> <p>“Program content [for Level I] should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students” (p. 8).</p> <p>“The major purpose of the clear credential program [Level II] is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. . . The [individual participant’s] plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities (p. 8)”</p>
(d) significantly limit the amount of coursework required or have options to test out of courses	<p>E.C. 44270.1(b)(2)</p> <p>E.C. 44270.5</p> <p>See also E.C. 44270.1(b)(3) [currently not available]</p>	<p>CA provides that a candidate may be issued a Level I credential to a candidate who possess a teaching or services credential, has the required experience, and passes a national administrator performance test in place of a more extended program, including coursework. A Level II credential may be issued to a candidate who demonstrates mastery of commission accredited fieldwork <i>or</i> passes a national administrator performance assessment (latter option not currently available).</p> <p>E.C. 44270.5 “(a) Notwithstanding any provision of this chapter and as an expedited alternative to Section 44270, the commission may issue a preliminary services credential with a specialization in administrative services [Level I] to a candidate who completes the following requirements:</p> <p>(1) Possess a teaching or services credential as specified in paragraph (1) of subdivision (a) of Section 44270.</p> <p>(2) Completes the experience requirement specified</p>

³ Ibid. 2

⁴ Ibid. 1

⁵ Ibid. 2

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
		<p>in paragraph (2) of subdivision (a) of Section 44270. (3) Successfully passes a test adopted by the commission, upon a finding by the commission that the test is aligned to state administrator preparation standards.</p> <p>“(b) Notwithstanding any provision of this chapter and as an alternative to Section 44270.1, the commission may issue a professional clear services credential with a specialization in administrative services [Level II] to a candidate who holds or is eligible for a preliminary services credential with a specialization in administrative services, and who meets <i>one of the following requirements</i>:</p> <p>(1) Successfully completes a program . . .</p> <p>(2) Demonstrates mastery of commission accredited fieldwork performance standards for a professional clear services credential with a specialization in administrative services . . . [or]</p> <p>(3) Passes a national administrator performance assessment adopted by the commission.” [the assessment is not available at this time]</p>
(e) upon completion, award the same level of certification that traditional preparation programs award upon completion.	<p>E.C. 44270(a)(3) E.C. 44273 E.C. 44270.1 E.C. 44270.5</p> <p>CTC, 2009c⁶</p>	<p>CA provides for alternative programs, including internship programs, to satisfy the program requirement for administrative credentials at Level I and II.</p> <p>Level I E.C. 44270(a)(3) “Completion of an entry level program of specialized and professional preparation in administrative services approved by the commission or a one-year internship in a program of supervised training in administrative services, approved by the commission as satisfying the requirements for the preliminary services credential with a specialization in administrative services.”</p> <p>Level I and II “44273. Notwithstanding any other provisions of this code, any credential described in Section 44250 shall be issued to an applicant under the following circumstances:</p> <p>(a) The commission has accepted, upon application of an approved institution supported by detailed data</p>

⁶ Ibid. 2

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
		<p>and justification, a program developed and offered by that institution as an experimental, exploratory, or pilot program of preparation for such a credential. The commission shall accept only those programs which it finds, by resolution entered in its minutes, to have merit and the potential of improving the quality of service authorized by the credential.</p> <p>(b) The applicant has completed such a program following the date of its acceptance by the commission.</p> <p>(c) The applicant holds upon completion of the credential program a baccalaureate or higher degree from an approved institution.</p> <p>(d) The applicant meets all of the requirements of this chapter and the regulations of the commission adopted pursuant thereto, respecting age, character, citizenship, health, identification, oath or affirmation, and study of or examination in the Constitution of the United States.”</p>

Exhibit D4: Non-IHE principal preparation and credential programs and RTTT definition of “alternative routes to certification.”

	RTTT Definition Elements for “alternative routes to certification”				
Program Description	a	b	c	d	e
Level I: Preliminary Administrative Services Credential					
LEA-Operated Preliminary Administrative Services Internships	Y	Y	Y	Y	Y
School Leaders Licensure Assessment	Y	Y	N/A	Y	Y
IHE-Operated, LEA Partnered Internships	P	Y	Y	Y	Y
Level II: Clear Administrative Services Credential					
Administrator Training Programs	Y	Y	Y	Y	Y
Guidelines-Based Individualized Programs	Y	Y	Y	Y	Y
Standards-Based Hybrid Programs	P	Y	Y	Y	Y
Standards Based Program Mastery of Fieldwork	N	Y	Y	Y	Y
Exam (authorized, but currently not available)	Y	Y	N/A	Y	Y

Y = Yes, fully meets definition element; N = No, does not meet definition element; P = Partially meets definition element; N/A = not applicable

Evidence for (D)(1)(ii): Teachers

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
 - Number of teachers that successfully completed each program in the previous academic year
 - Total number of teachers certified statewide in the previous academic year

Level I: Preliminary Teaching Credential

Alternatives to traditional IHE-operated programs for qualified individuals *who are new to teaching* and interested in earning a **preliminary teaching credential** (Level I) include completion of an internship program or passage of an exam as part of an early completion option. Internship programs are operated by LEAs and IHEs and can include support from private organizations, such as Project Pipeline⁷. They provide formal teacher preparation to qualified candidates, such as second-career professionals and college graduates with non-education majors, during their first and second year of teaching in a paid position. In 2006, the Enhanced Intern Program (E.C. 44387) began providing additional incentive funding to intern programs in order to increase intern training, improve the distribution of interns, and reduce the ratio of mentors to interns.

- LEA-Operated Internships

Key Authorizing Statutes: E.C. 44259, 44325, 44328, 44830.3

LEA-operated internships are one- to two-year programs administered by California school districts in partnership with IHEs and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary teaching credential. LEAs may partner with private organizations, such as REACH, to provide internship activities. District Internship Credentials are issued to individuals who have enrolled in Commission-approved internship programs and meet all of the following requirements: possess a baccalaureate or higher degree from a regionally-accredited college or university; satisfy basic skills requirement, and meet the subject matter requirements through either passing an exam or coursework; demonstrate knowledge of the U.S. Constitution through either passing an exam or coursework or a course (two semester units or three quarter units) in the provisions; and pass a background check. The District Internship Credential authorizes the holder to teach, under the supervision of a CTC-approved district intern program, in the area or subject listed on the credential.

The district that employs a district intern must have developed and implemented a Professional Development Plan, in consultation with a California Commission on Teacher Credentialing (CTC)-approved IHE program of teacher preparation. The district intern must be assisted and guided throughout the training program by either a person designated as a mentor teacher, a teacher selected through a competitive process, or a person employed by the program to supervise student teachers. A current *Professional Development Plan* must be on file at the Commission office before the District Intern

Credential will be issued. The Professional Development Plan must include the following:

1. Prior to beginning daily teaching responsibilities, individuals must complete **one** of the

⁷ Project Pipeline. 2009. *Welcome to Project Pipeline Teacher Credential Program*. Retrieved December 29, 2009, from <http://www.projectpipeline.org/>

following:

- a. 120 clock-hours of training in child development and the methods of teaching the subjects and grade levels to which the district intern is assigned
 - b. Six semester units of course work in the same areas;
 - c. Additional instruction in child development and teaching methods during the first semester of employment for interns who are employed in kindergarten or grades 1–6;
2. Instruction in the culture and methods of teaching English learners during the first year of employment for interns who are employed in bilingual classrooms;
 3. Courses or training as determined by the governing board of the school district; and
 4. A successful annual evaluation of the district intern's performance, including passing a performance-based Teaching Performance Assessment (TPA) and the Reading Instruction Competence Assessment (RICA), if necessary.

When a district intern successfully completes the internship program, they are eligible to receive a teaching credential in the area or subject listed on the internship credential.

(Retrieved December 28, 2009, from <http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>).

- **IHE-Operated, LEA Partner Internships**

Key Authorizing Statutes: E.C. 44381

IHE-operated internships are hybrid Level I programs between traditional IHE and fully alternative paths to teacher certification. They are one- to two-year programs administered by California colleges and universities in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential. University Internship Credentials are issued to individuals who have enrolled in CTC-approved internship programs, which authorize the holders to serve, under the supervision of a CTC-approved college or university and the holders' employer, in the area or subject listed on the credential.

(Retrieved December 28, 2009, from <http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>).

According to the most recent count of teacher internship programs, 68 internships are currently operating in California: eight are LEA-operated and 60 are IHE-operated, LEA partnerships (Commission on Teacher Credentialing, 2009b). In total, 7, 962 teacher interns participated during 2008/09, a 441% increase from 1, 471 in 1995/96 (Commission on Teacher Credentialing, 2009b). Exhibit D5 lists the teacher internship programs and completers. Please note that Exhibit D5 uses 2007/08 data, which is the most recent data available for individual programs but data were not available for three of the 68 programs.

Exhibit D5: Number of LEA-Operated and IHE-Operated, LEA Partnership Internship Completers by Institution or Program, 2007/08

Institution	Number of Completers
Alliant International University	158
Antioch University Santa Barbara	1
Azusa Pacific University	214
Biola University	3
CA State Polytechnic Univ.-Pomona	115
California Baptist University	34
California Lutheran University	14
CALState Teach	184
CCTC Alt Cert	127

Institution	Number of Completers
Chapman University	410
Claremont Graduate University	76
Concordia University	2
CSU Bakersfield	128
CSU Channel Islands	19
CSU Chico	27
CSU Dominguez Hills	253
CSU East Bay	136
CSU Fresno	78
CSU Fullerton	81
CSU Long Beach	75
CSU Los Angeles	100
CSU Monterey Bay	73
CSU Northridge	147
CSU Sacramento	64
CSU San Bernardino	182
CSU San Marcos	5
CSU Stanislaus	86
Dominican University of California	25
Fresno Pacific University	39
High Tech High Communities	7
Holy Names University	9
Humboldt State University	10
IMPACT	120
John F. Kennedy University	2
La Sierra University	2
Los Angeles USD	168
Loyola Marymount University	152
Mount Saint Mary's College	2
National Hispanic University	20
National University	587
Notre Dame de Namur University	25
Ontario/Montclair USD	9
Orange County Department of Education	27
Patten University	4
Pepperdine University	15
Point Loma Nazarene University	26
Project Pipeline	121
Saint Mary's College of California	17

Institution	Number of Completers
San Diego City USD	15
San Diego State University	56
San Francisco State University	163
San Jose State University	95
Santa Clara University	11
Sonoma State University	60
Stanislaus County Office of Education	9
UC Irvine	10
UC Riverside	26
UC San Diego	39
University of LaVerne	88
University of Phoenix	51
University of Redlands	56
University of San Diego	5
University of San Francisco	28
University of the Pacific	11
Whittier College	8
Statewide Total	4, 910

(Source: *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-08 as required by Title II of the Higher Education Act, Appendix A-2: Pass-rate Data for Alternative Route Teacher Preparation Programs, State-Level Aggregate and Summary*)

- Early Completion Internship Option

Key Authorizing Statutes: E.C. 44468; see also, Coded Correspondence 02-0013 (retrieved December 27, 2009, from <http://www.ctc.ca.gov/notices/coded/020013/020013.pdf>)

The Early Completion Internship Option provides individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of an Internship Program and demonstrate pedagogical skills through a performance assessment while in a CTC-approved internship program. All CTC-approved internship programs (both IHE-operated and LEA-operated (described above)) must offer early completion options to qualified candidates. To be eligible for the Early Completion Internship Option, interns must pass their Teaching Performance Assessment (TPA) on the first attempt. Demonstration of requisite skills and knowledge (basic teaching education foundations and pedagogy) occurs through passing the written Teaching Foundations Examination (TFE) administered by the Educational Testing Service (ETS).

(Retrieved December 28, 2009, from <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>).

At this time, the data does not have data on the number of completers of this option. However, the State does collect information on the pass rates on the Teacher Foundation Examinations (TFE), the central requirement for the Early Completion Internship Option.

Exhibit D6:. TFE Pass Rates as of 2007-08

Multiple Subjects			English		
N Completed	N Passes	% Passed	N Completed	N Passes	% Passed
133	125	94%	57	46	81%
Mathematics			Science		
N Completed	N Passes	% Passed	N Completed	N Passes	% Passed
54	54	100%	65	58	89%

(Source: Commission on Teacher Credentialing. (2009a, August). *Report on passing rates of Commission-approved examinations for 2003-04 to 2007-08*. Sacramento, CA: Author. Retrieved January 10, 2010, from <http://www.ctc.ca.gov/reports/exam-passing-rate-FY-2003-04-2007-08.pdf>.)

- **Peace Corps Teaching Experience Option** (applies to Level I and Level II)

Key Authorizing Statutes: E.C. 44322

California regulations authorize the CTC to accept specified Peace Corps teaching experience in lieu of the professional teacher preparation program requirement for a teaching credential, both preliminary (Level I) and clear (Level II). The Commission requires individuals to provide the following information to waive the teacher preparation program requirements based upon Peace Corps teaching experience:

Certification by the director of the Peace Corps of the United States or the Peace Corps Country Director that the applicant has satisfactorily completed at least 18 months in a Peace Corps assignment in a foreign country, during which time 50 percent or more of his or her duties consisted of classroom teaching of resident children of the foreign country.

Applicants must meet all other requirements for the preliminary and clear teaching credentials, but may begin teaching with the issuance of the preliminary credential.

(Retrieved December 28, 2009, from <http://www.ctc.ca.gov/credentials/leaflets/cl535.pdf>).

Counts of credentials issued to individuals through the Peace Corps Teaching Experience Option are not available currently. As the State further develops and expands its data collection system, this data could be included.

- **Private School Teaching Experience Option** (applies to Level I and Level II)

Key Authorizing Statutes: E.C. 44259, 44259.2

California Education Code allows private school teachers to use three to five years of successful, appropriate teaching experience in lieu of the student teaching component or six years in lieu of completing a teacher preparation program including student teaching. Candidates with sufficient private school teaching experience to apply directly to the CTC for a teaching credential under these provisions are *not* subject to the Teaching Performance Assessment (TPA) requirement.

Candidates with six years or more of successful, appropriate private school teaching and who hold a California English learner authorization may apply directly for a clear (Level II) teaching credential. (Retrieved December 28, 2009, from

<http://www.ctc.ca.gov/credentials/leaflets/cl834.pdf>).

In 2007/08, 132 individuals were issued Level I or Level II teaching credentials through the Private School Teaching Experience Option.

- Eminence Credential (applies to Level I and Level II)

Key Authorizing Statutes: E.C. 44262

Upon recommendation of the governing board of a school district, the CTC is authorized to grant an Eminence Credential (teaching or services) to an individual who is eminent in a field of endeavor taught or service practiced in California public schools. Each eminence credential shall be issued initially for a two-year period and may be renewed for a three-year period by the CTC upon the request of the governing board of the school district. Upon completion of the three-year renewal period, the holder of an eminence credential shall be eligible upon application for a professional clear teaching credential.

In 2007/08, 5 individuals were issued Eminence Credentials.

- STEM/CTE Pathway

Key Authorizing Statutes: Senate Bill X5 4 (passed December 17, 2009)

This recently passed bill creates new credential pathways for aspiring Science, Technology, Engineering and Math (STEM) and Career Technical Education (CTE) teachers. These pathways are under development. We anticipate that these new credential pathways will meet all five elements of the definition of “alternative routes to certification.”

The STEM/CTE Pathway was recently authorized by the State Legislature and is in the process of being developed. Completion data will be collected once these pathways are operational.

Level II: Clear Teaching Credential

A **clear teaching credential** (Level II) can be earned through an alternative program provided by an LEA. California also provides alternative routes to teacher certification (both Level I and II) for experienced professionals such as teachers who have successfully taught in private schools and the Peace Corps and individuals who are recognized as eminent in a specific endeavor. The private school, Peace Corps and eminence routes allow for experience (teaching or professional) and, at times, exams in lieu of traditional coursework and fieldwork requirements.

Currently, California does not track Level II teacher induction program completion data. As the State further develops and expands its data collection system, this data could be included.

- LEA-Operated Professional Teacher Induction Programs

Key Authorizing Statutes: E.C. 44227(a), 44259, 44274.2, 44279.1, 44279.4

LEAs that can demonstrate a need for the program may, upon CTC approval, provide a Professional Teacher Induction Program that leads to a clear (Level II) teaching credential. These induction programs are known as Beginning Teacher Support and Assessment (BTSA) programs. The LEA assigns a support provider for each beginning teacher within the first 30 days of initial teacher participation in the induction program. The beginning teacher and the support provider develop an individual induction (IIP) plan for the support and development of the beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience. The IIP is based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The IIP guides the activities to support growth and improvement of professional practice in at least one content area of focus. It is a working document, and is periodically revisited for reflection and updating.

LEAs develop the methods for assessing satisfactory completion of their induction program in

accordance with CTC standards and competency requirements. Evidence of successful teaching practice development includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

(Retrieved December 28, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>).

Exhibit D7: LEA-Operated BTSA Teacher Induction Programs as of January 2010

Institution	Number of completers
Alhambra USD BTSA Induction	*
Anaheim City SD BTSA	*
Anaheim Union HSD BTSA	*
Antelope Valley Union HSD BTSA	*
Antioch USD BTSA	*
Arcadia Unified School District BTSA Induction	*
Azusa USD BTSA Inductio	*
Bakersfield City SD BTSA	*
Baldwin Park USD BTSA Induction	*
Bellflower USD BTSA Induction	*
BI/SMFC	*
BTSA South Bay Consortium	*
Burbank USD BTSA Inductio	*
Butte COE BTSA	*
Capistrano USD BTSA	*
Castaic SD BTSA Induction	*
CCCOE/SMC BTSA Induction	*
Central USD BTSA	*
Chaffey Jt. Union HSD BTSA	*
Chino Valley USD BTSA	*
Chula Vista ESD BTSA	*
CiPAR-BTSA	*
Clovis USD BTSA	*
Compton USD BTSA Induction	*
Corona-Norco USD BTSA	*
Culver City / Beverly Hills USD BTSA Induction	*
Dos Palos Oro Loma Joint Unified School District BTSA	*
Downey USD BTSA Inductio	*
Duarte/Temple City BTSA Induction Consortium Program	*
East Bay BTSA Induction Consortium	*
East County Consortium BTSA: Cajon Valley Union ESD	*
El Dorado COE BTS	*
El Rancho USD BTSA Induction	*
Elk Grove USD BTSA	*

Institution	Number of completers
Envision BTSA	*
Escondido Union High SD BTSA	*
Escondido USD BTSA	*
Etiwanda SD BTSA	*
Evergreen Elementary School District BTSA	*
Fairfield/Suisun USD BTSA	*
Far East Contra Costa BTSA Consortium (Brentwood USD)	*
Fontana USD BTSA	*
Foothill Consortium BTSA Induction	*
Fremont USD BTSA	*
Fresno COE BTSA	*
Fresno USD BTSA	*
Garden Grove Unified BTSA	*
Glendale USD BTSA Induction	*
Greenfield Union SD BTSA	*
Grossmont Union HSD BTSA	*
Hacienda La Puente USD BTSA Induction	*
Hanford Elementary	*
Hayward BTSA Induction Program	*
High Tech High	*
Imperial COE BTSA: (Consortium)	*
Inner City Education Foundation (ICEF) BTSA Induction	*
Irvine USD BTSA	*
Keppel Union ESD BTSA	*
Kern County SOS BTSA	*
Kern High SD BTSA	*
Kings COE BTSA	*
La Mesa - Spring Valley SD BTSA	*
Lancaster ESD BTSA	*
Lawndale/Lennox/Hawthorn/Cent.Valley BTSA Induction Consortium	*
Lodi USD BTSA	*
Long Beach USD BTSA Induction	*
Los Angeles COE BTSA Induction	*
Los Angeles USD (District 1) BTSA Induction	*
Los Angeles USD (District 2) BTSA Induction	*
Los Angeles USD (District 3) BTSA Induction	*
Los Angeles USD (District 5) BTSA Induction	*
Los Angeles USD (District 6) BTSA Induction	*
Los Angeles USD (District 8) BTSA Induction	*
Los Angeles USD District Intern BTSA Induction	*
Los Angeles USD-BTSA Induction	*
Los Angeles USD-District 4-BTSA Induction	*
Los Angeles USD-District 7-BTSA Induction	*

Institution	Number of completers
Los Banos Unified BTSA	*
Madera USD BTSA	*
Manteca USD	*
Marin BTSA Induction (Marin COE)	*
Merced COE BTSA	*
Merced Union High School District BTSA	*
Milpitas BTSA Induction	*
Modesto City BTSA	*
Montebello USD BTSA Induction	*
Monterey County BTSA Induction Program	*
Mt. Diablo USD BTSA Induction	*
Murrieta Valley School District BTSA	*
Napa COE BTSA	*
New Haven USD BTSA	*
New Teacher Induction Program	*
Newport-Mesa USD BTS	*
North Coast Beginning Teacher Program BTSA (Sonoma COE)	*
North Coastal Consortium BTSA: Encinitas Union ESD	*
North County PDF BTSA: San Diego COE	*
North Orange County BTSA: Fullerton SD	*
North State BTSA (Tehama COE)	*
Norwalk-La Mirada USD BTSA Inductio	*
Oakland BTSA Induction	*
Oceanside USD BTSA	*
Ontario-Montclair SD BTSA	*
Orange County DOE BTSA	*
Orange USD BTSA	*
Palmdale ESD BTSA	*
Palo Alto USD BTSA	*
Panama-Buena Vista Union SD BTSA	*
Paramount USD BTSA Induction	*
Pasadena USD BTSA Induction	*
Placentia-Yorba Linda USD BTSA	*
Placer County BTSA (Placer COE)	*
Pomona USD BTSA Induction	*
Poway USD BTSA	*
REACH Institute Induction Program	*
Rialto USD BTSA	*
RIMS BTSA-Riverside COE	*
Riverside USD BTSA	*
Rowland USD BTSA Induction	*
Sacramento BTSA Consortium (Sacramento COE)	*
Sacramento City USD BTSA	*

Institution	Number of completers
Saddleback Valley BTSA	*
San Bernardino City USD BTSA	*
San Diego USD - BTSA	*
San Dieguito Union HSD BTSA	*
San Gabriel USD BTSA Induction Consortium	*
San Joaquin COE BTSA	*
San Jose USD BTSA Induction	*
San Juan USD BTSA	*
San Luis Obispo COE BTS	*
San Marcos USD BTSA	*
San Mateo County BTSA Induction Project	*
San Ramon Valley USD BTSA	*
Sanger Unified BTSA	*
Santa Ana USD BTSA	*
Santa Barbara CEO BTSA	*
Santa Clara USD BTSA	*
Santa Clarita Valley BTSA Induction Consortium (Saugus)	*
Santa Cruz/Silicon Valley New Teacher Project	*
Santa Monica-Malibu USD BTSA Induction	*
Santa Rosa City Schools BTSA	*
Selma USD BTSA	*
Sequoia TIPS	*
SFUSD BTSA/Induction Program	*
SIA Tech	*
South Bay BTSA Induction Consortium (Palos Verdes)	*
South County Consortium BTSA: San Diego County Office of Education	*
Stanislaus COE BTSA	*
Stockton USD BTSA	*
Sweetwater Union HSD BTSA	*
Torrance USD BTSA Induction	*
Tracy USD BTSA	*
Tri County BTSA (Sutter COE)	*
TriValley Teacher Induction Program	*
Tulare City ESD BTSA	*
Tulare COE BTSA	*
Tustin USD BTSA	*
Vallejo City/Solano County BTSA (Vallejo City USD)	*
Ventura COE BTSA Induction Consortium	*
Visalia Unified BTSA	*
Vista Unified BTSA	*
Walnut Valley BTSA Induction Consortium	*
Washington USD BTSA	*
West Contra Costa USD BTSA	*

Institution	Number of completers
West Orange County BTSA Induction Consortium: Oceanview SD	*
Westside Union ESD BTSA	*
Wm. S. Hart UHSD BTSA Induction	*
Yolo/Solano BTSA (Davis JUSD)	*

(Retrieved January 12, 2010, from

https://info.ctc.ca.gov/fmi/xsl/BTSAContacts/BTSADirectors/cluster_all.xsl)

* Currently, California does not track Level II teacher induction program completion data. As the State further develops and expands its data collection system, this data could be included.

- LEA-Operated Professional Teacher Induction Programs, Early Completion Option
Key Authorizing Statutes: E.C. 44279.25
California code requires that LEAs operating a professional teacher induction program shall make available and advise candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria (described above). LEAs develop the methods for assessing satisfactory early completion of their induction program in accordance with CTC standards and competency requirements. (Retrieved December 28, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>).
- Peace Corps Teaching Experience Option
Please see information listed above under Level I.
- Private School Teaching Experience Option
Please see information listed above under Level I.
- Eminence Credential
Please see information listed above under Level I.

Total number of teachers certified statewide in 2008/09

The following data provide information on the number of teacher credentials issued by the California Commission on Teachers Credentialing (CTC) during 2008/09, the most recent year of complete data.

Total number of teachers certified statewide in the previous academic year

Type of Program	Total Number of Teachers Certified
IHE Prepared	17,797
District Prepared	399
Out-of-State Prepared	3,554
Total Certified in 2007-08	21,750

Evidence for (D)(1)(ii): Principals

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
 - Number of teachers and principals that successfully completed each program in the previous academic year
 - Total number of teachers and principals certified statewide in the previous academic year

Preliminary Administrative Credential (Level I) and Clear Administrative Credentials (Level II)

For principals and other administrators, E.C. 44270 (amended 2002) established alternative routes to traditional IHE-operated programs for earning the **preliminary administrative credential** (Level I) and **clear administrative credentials** (Level II) credentials. The Level I administrative credential can be completed through one of the following alternative routes: (1) an LEA-sponsored internship program accredited by the CTC, while the candidate works as a paid administrator; (2) passing the School Leaders Licensure Assessment offered by the Educational Testing Service⁸; or (3) a traditional-alternative hybrid internship program, which is a CTC-accredited internship operated by an IHE in partnership with an LEA, while the candidate works as a paid administrator.

Successful candidates who are employed as school administrators have five years to meet the requirements for the Level II administrative credential.

For the Level II administrative credential, California requires completion of two years of full-time administrative employment, plus completion of either a traditional CTC-accredited IHE program or one of the following alternative routes: (1) demonstration of mastery of fieldwork performance standards, essentially "testing out" of the standard curriculum through actual performance assessment; (2) completion of an alternative guidelines-based program approved by the CTC, such as LEA-sponsored individualized induction programs; (3) completion of Administrator Training Program (ATP), which can be provided by LEAs or private entities; or (4) a CTC standards-based program operated by an IHE in partnership with an LEA. California law also permits Level II credentialing through passage of a national administrator performance assessment adopted by the CTC; though this exam is not currently available.

⁸ This exam is scheduled to be replaced with a newly developed California exam projected for Spring 2011.

- **LEA-Operated Preliminary Administrative Services Internships (Level I)**
Key Authorizing Statutes: E.C. 44270(a)(3), 44452
California codes and regulations provide that LEAs can provide administrative services internships that lead to preliminary certification, if they can provide justification, such as employment shortages. Administrative interns serve as paid principals or other approved administrative position while completing the program activities required to earn a Level I credential. CTC-approved programs shall ensure that interns have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns enrolled in the program. LEAs develop the methods for assessing satisfactory completion of their intern programs in accordance with CTC standards and competency requirements. (Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>).

Exhibit D8: Number of LEA-Operated Administrative Internship Programs as of 2007/08

Institution or Program Name	Number of program completers
Madera County Superintendent of Schools	*
Orange County Office of Education	*
San Joaquin County Office of Education (Project Impact) District Internship	*
Santa Barbara County Office of Education	*
Santa Clara County Office of Education	*

(Retrieved December 28, 2009, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCadm.html)

* Program completer data are not available for this pathway.

- **School Leaders Licensure Assessment (Level I)**
Key Authorizing Statutes: E.C. 44270.5(a)(3)
California codes and regulations provide that candidates who possess a California education or health services credential can receive a preliminary administrative services credential with a passing score of 173 or higher on the six-hour School Leaders Licensure Assessment (SLLA), administered by the Educational Testing Service. (Retrieved December 28, 2009, from <http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf>).
- **IHE-Operated, LEA Partnered Internships (Level I)**
Key Authorizing Statutes: E.C. 44270(a)(3)
California codes and regulations permit IHEs to operate Level I administrative services internships in partnership with LEAs. These internship programs are required to meet the standards as the LEA-operated internship programs, described above. (Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>).

Exhibit D9: IHE-Operated, LEA-Partnership Principal Internship Programs as of 2007/08

California State University System	Number of Completers
Bakersfield, California State University	*
Chico, California State University	*
Dominguez Hills, California State University	*
East Bay, California State University	*
Fresno, California State University	*

Humboldt State University	*
Pomona, California Polytechnic University	*
Sacramento, California State University	*
San Bernardino, California State University	*
San Diego State University	*
San Francisco State University	*
San Jose State University	*
San Luis Obispo, California Polytechnic State University	*
Sonoma State University	*
Stanislaus, California State University	*
California University Systems	
Berkeley, University of California	*
Riverside, University of California	*
Private Institutions	
Azusa Pacific University	*
Brandman University	*
Chapman University	*
Fresno Pacific University	*
John F. Kennedy University	*
Loyola Marymount University	*
Mills College	*
National University	*
Notre Dame de Namur University	*
Point Loma Nazarene University	*
Santa Clara University	*
Simpson University	*
Touro University	*
University of La Verne	*
University of Redlands	*
University of San Diego	*
University of the Pacific	*
Whittier College	*

(Retrieved January 10, 2010, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCadm.html)

* Program completer data are not available for this pathway.

- **Administrator Training Programs (Level II)**
Key Authorizing Statutes: AB 430; E.C. 44510-44517
Assembly Bill 430 authorizes LEAs and private institutions to provide programs for Level II Clear Administrative Services Credentials, known as Administrator Training Programs (ATP). In these ATPs, a participating principal or administrator's training is individually designed to meet the candidate's assessed needs, interests and long-term career goals. A formal plan for professional induction is developed by the candidate, the credential supervisor, and a district mentor. Assessments of candidate performance are designed by the administering institution. They are to include multiple and varied assessments which occur at multiple points in the candidate's progress throughout the program. These assessments will measure progress, help the candidate reflect on learnings, guide revisions to the professional development plan, and lead to informed decisions about administrative competence and proficiency in support of student learning.

ATPs are organized in three modules: Module 1: Instructional Leadership and Support of Student Instructional Program; Module 2: Leadership and Management for Instructional Improvement; and Module 3: Instructional Technology. In total, the three modules comprise 80 hours of core activities and 80 hours of fieldwork.

(Retrieved December 27, 2009, from <http://www.cde.ca.gov/fg/fo/r12/atp08faqs.asp#modules>).

Exhibit D10: Institution or Programs Providing ATP Module as of 2007/08

Institution or Program	Number of Completers
Action Learning Systems, Inc	*
Assn of California School Administrators	*
Butte County Office of Education	*
California Technology Assistance Project Region 10 RIMS CTAP	*
California Technology Assistance Project Region 6	*
CCSESA Region 1	*
Contra Costa COE	*
Contra Costa COE/CSESSA Region IV	*
Etiwanda School District	*
Fresno County Office of Education	*
Imperial County Office of Education	*
Kern County Superintendent of Schools	*
Los Angeles County Office of Education	*
Madera County Superintendent of Schools	*
Monterey County Office of Education	*
Ontario-Montclair School District	*
Orange County Department of Education	*
Reading Lions Project Center	*
Riverside County Office of Education	*
Sacramento County Office of Education	*
San Bernardino County Office of Education	*
San Diego County Office of Education	*
San Joaquin County Office of Education	*
San Mateo County Office of Education/CTAP Region IV	*
Santa Barbara COE/Central Coast School Leadership Center	*
Santa Clara County Consortium	*
Santa Cruz County Office of Education	*
Shasta County Office of Education	*
Smar2tel Learning Links	*
Stanislaus County Office of Education	*
Ventura County Office of Education	*

(Retrieved December 28, 2009, from <http://www.ab430training.org/approvedProviders.aspx>).

Currently, California does not track the number of individuals who complete **ATP modules** (described above) leading to an administrative credential. As the State further develops and expands its data collection system, this data could be included.

- Guidelines-Based Individualized Programs (Level II)

Key Authorizing Statutes: E.C. 44270.5(a)

California code and the CTC permit LEAs and other educational entities, as well as IHEs, to establish individualized induction programs that provide support, mentoring and assistance for new principals and other administrators. These alternative programs must meet CTC guidelines, which include an initial candidate assessment within 90 days of administrative employment and an individualized mentoring plan by a qualified mentor as determined by program-established criteria. Each candidate is assessed throughout the program as well as with a culminating assessment to determine whether the candidate has successfully completed the program. These assessments are developed by the providing institution. (Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf> and <http://www.ctc.ca.gov/help/admin-svc/renewal.html>).

Exhibit D11: Guidelines-Based Individualized Programs as of 2007/08

Institution or Program	Number of Completers
Sacramento, California State University	*
Irvine, University of California	*
Santa Cruz, University of California	*
Azusa Pacific University	*
Boston Reed	*
Claremont Graduate University	*
Mills College	*
Santa Clara University	*
Association of California School Administrators	*
Los Angeles Unified School District	*
San Diego County Office of Education	*
Standards-Aligned Instructional Leadership (SAIL)	*

(Retrieved January 1, 2010, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCguide.html).

- Standards-Based Hybrid Program (Level II)

Key Authorizing Statutes: E.C. 44270.1(a)(3)

Beginning in 2003, California code (Commission on Teacher Credentialing, 2009b, p. 41) permits IHEs to partner with LEAs or other non-IHE entities to offer “non-university activities” (p. 44) or “non-university curricular offerings” (p. 49) as part of Level II clear administrative induction programs that meet the CTC Standards for Quality and Effectiveness. These new provisions permit, in effect, the creation of hybrid induction programs between the guidelines-based programs offered by LEAs and traditional IHE-only induction programs. These programs require that an individualized plan be created for each participating administrator and that it include mentoring and support activities provided by experienced colleagues (p. 51) and that some university coursework be included as part of the professional development activities. (Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf> and <http://www.ctc.ca.gov/help/admin-svc/renewal.html>).

Exhibit D12: Institutions Offering the Standards-Based Hybrid Program as of 2007/08

Institution or Program	Number of Completers
Bakersfield, California State University	*
Chico, California State University	*
Dominguez Hills, California State University	*
East Bay, California State University	*
Fresno, California State University	*
Fullerton, California State University	*
Humboldt State University	*
Long Beach, California State University	*
Los Angeles, California State University	*
Northridge, California State University	*
Pomona, California Polytechnic University	*
San Bernardino, California State University	*
San Diego State University	*
San Francisco State University	*
San Jose State University	*
Sonoma State University	*
Berkeley, University of California	*
Los Angeles, University of California	*
Alliant International University	*
Brandman University	*
California Lutheran University	*
Fresno Pacific University	*
La Sierra University	*
Loyola Marymount University	*
National University	*
Pepperdine University	*
Point Loma Nazarene University	*
Simpson University	*
Touro University	*
University of La Verne	*
University of Redlands	*
University of San Diego	*
University of San Francisco	*
University of Southern California	*
University of the Pacific	*
Whittier College	*

(Source: http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCpstd.html).

* Number of completers are not available for this pathway.

- Standards-Based Program Mastery of Fieldwork (Level II)**
 Key Authorizing Statutes: E.C. 44270.5(b)(2)
 Exceptional candidates may receive a clear administrative services credential by demonstrating mastery of Fieldwork Performance Standards through a CTC-approved program. IHEs, including hybrid programs with LEAs (described above), with approved programs leading to a Professional Clear Administrative Services Credential may offer a streamlined assessment option to allow these exceptional candidates to forego the course work component of the program, allowing them

to demonstrate their knowledge, skills and abilities directly through the assessment component of the program.

(Retrieved December 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf> and <http://www.ctc.ca.gov/help/admin-svc/renewal.html>).

Currently, credentials earned through the streamlined assessment option are not available. As the State further develops and expands its data collection system, this data could be included.

Total number of administrators certified statewide

The following data provide information on the number of administrative credentials issued by the California Commission on Teachers Credentialing (CTC). Unless specifically stated, all data are for school years 2007-08, which is the most recent complete data available. California counted 25,698 FTE administrators in its public schools in 2007-2008. During that period, CTC issued 4,704 new administrative credentials, earned by either traditional or alternative pathways. Of these new administrative credentials, 4,094 were the Preliminary (Level I) credential and 610 were the Professional Clear (Level II credential).⁹

(Sources: Commission on Teacher Credentialing, 2009d, p. 4; Commission on Teacher Credentialing, 2009e, pp. 4, 6)¹⁰

Number of administrators certified by type of administrator preparation and credentialing program

Currently, California provides aggregate data on administrative credentials issued by level (I or II) and by general categories of issuing institutions (e.g., traditional IHE/alternative/exam or CSU System/UC System/Independent/County Offices). The State does not provide data on completers or credentials by individual program.

Level I Preliminary Administrative Services Credentials

Exhibit D13 provides data on Level I administrative credentials issued during 2007-08 by traditional IHE program and alternative routes: internships (aggregate of LEA-operated and hybrid IHE/LEA partnerships) and SLLA examination.

Exhibit D13. Number of Level I Administrative Credentials Issued 2007-08 by Program Routes

	Traditional IHE	Alternative: Internship*	Alternative: SLLA Exam	Total
Number of Credentials	2,816	140	669	3,625

(Source: Commission on Teacher Credentialing, 2010)

*In accordance with California law, interns can only be employed when no suitable administrator with a preliminary or clear credential can be found.

⁹ Commission on Teacher Credentialing. (2009c, September). *Administrative Services Credential Application/Issuance Information*. Sacramento, CA: Author; Commission on Teacher

¹⁰ Commission on Teacher Credentialing. (2009d, September). *Administrative Services Credential Application/Issuance Information*. Sacramento, CA: Author; Commission on Teacher Credentialing. (2009e, December). *Professional services committee report of services credentials issued in California, 2003-2004 to 2007-2008*. Sacramento, CA: Author.

Note: **Data may contain duplicate credentials for one individual. For example, an intern might upgrade to a preliminary credential.**

Exhibit D14: Number of Initial Administrative Services Credentials Issued (Out of State Prepared) 2008-09

Number of Out of State Prepared	88
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(Source: Commission on Teacher Credentialing, 2010)

Level II Professional Clear Administrative Services Credentials

Exhibit D15 provides data on Level II administrative credentials issued during 2007-08 by types of post-secondary institutions: IHEs and LEAs.

Exhibit D14. Number of Level II Administrative Credentials Issued 2007-08 by Program Routes

	California State University System	University of California System	Independent Colleges and Universities	County Offices of Education	Total
Number of Credentials	300	53	257	0	610

(Source: Commission on Teacher Credentialing, 2009d, pp. 4)¹¹

¹¹ Ibid. 10

Appendix D1iii.I

California IHE Teacher and Leadership Development Program Descriptions and UC STEM Teacher Fact Sheet

California Institutions of Higher Education (IHE) Teacher and Leader Development Program Descriptions

ROBERT NOYCE PROGRAM IN THE CALIFORNIA STATE UNIVERSITY

The Robert Noyce program represents a high priority for the California State University (CSU) system. Since the launch of the CSU Mathematics and Science Teacher Initiative (MSTI) in 2005, the Noyce program has been a central feature of the effort.

Every CSU campus with a credential program has been urged to seek NSF support for a Robert Noyce Scholarship program. Beginning in Fall 2009, all campuses will have a Noyce Scholarship program, and three will have distinct Noyce programs in more than one discipline (CSU Fullerton, CSU Los Angeles, and Cal Poly San Luis Obispo).

New Phase 1 Noyce Scholarship grants are being awarded in 2009 to CSU Bakersfield, Fullerton, Los Angeles, Sonoma, and Stanislaus, and to a consortium led by Humboldt State University that also includes CSU Channel Islands and CSU Monterey Bay. In addition, a Phase 2 Noyce Scholarship grant is being awarded to Cal Poly Pomona.

Five grants are being made for Noyce Master's Degree Teaching Fellowship programs. They are being awarded to CSU East Bay, CSU Fresno, CSU Northridge, CSU San Bernardino, and CSU San Marcos/San Diego State in collaboration with UC San Diego. CSU Dominguez Hills, Fullerton, Long Beach, and Sacramento and Cal Poly Pomona are being awarded Noyce Master's Degree Teaching Fellowship planning grants.

CSU MATHEMATICS AND SCIENCE TEACHING INITIATIVE

Planning began for the CSU Mathematics and Science Teacher Initiative in 2004-05. The increase in production of math and science teachers from the baseline year of 2003 to 2007-08 has been 76.6%, from 768 to 1,356. This is an increase that is far greater than has occurred in any other state.

In mathematics, the increase from the 2002-03 baseline of 349 to the 2007-08 production of 786 is 125%. This is attributable in part to the introduction of the Foundational Level Mathematics credential in 2004. This credential is designed to address the need for credentialed middle school math teachers.

The increase in production of science teachers from the 2003 baseline to 2007-08—from 419 to 570—is 36%. Within the sciences, the largest gains have been in chemistry (62.5%) and geosciences (97.3%), with additional gains in both physics (34.5%) and biology (24.4%).

The credential production increases provide clear evidence of the impact of the state support for the CSU Mathematics and Science Teacher Initiative. Campus data for 2002-03 through 2007-08 show that 20 of the 22 CSU campuses that prepare math and science teachers demonstrated increases—most of them large—during the period. As examples, one campus grew in its production of math and science teachers from 75 to 147, another from 42 to 113, and another grew from 13 to 61.

Districts Where CSU Mathematics and Science Candidates Teach

Analyses have been undertaken recently regarding the job placement of CSU mathematics and science teachers whose first year of teaching was 2008. The findings were striking, demonstrating that large numbers teach in high need schools. Of CSU math and science teacher graduates:

- more than 40% taught in city schools, approximately 10% in rural schools, and the remainder in suburban schools;
- approximately one-third taught in schools that did not meet their annual Academic Performance Index (API) in 2007-08; the remainder taught in schools that did;
- more than 70% taught in schools where 25% or more of the students were from families in poverty who received free/reduced lunch;
- the majority taught in schools with less than 100% fully credentialed teachers.

The requirements of the Noyce program clearly contribute markedly to the placement of CSU graduates in high need schools. The new math and science teacher candidates on CSU campuses who participate in the Noyce program teach as graduates in the state's neediest schools and contribute substantially to overcoming the achievement gap.

CSU TEACHER RECRUITMENT PROJECTS

CSU's innovative teacher education activities statewide include the Teacher Recruitment Project, which provides outreach and recruitment activities for nearly 10,000 students on high school, community college and CSU campuses.

The CSU Teacher Recruitment Projects (TRP) seek to make California's teaching work force more inclusive. The goal of the TRP is to attract participants from environments in which teaching has not been a common career goal, assisting students in qualifying for entrance into the teaching profession. Participants are recruited from the broadest spectrum possible and include teacher aides from K-12 schools, as well as secondary school students, community college students, and undergraduate students who are interested in teaching as a profession.

TRPs are designed by each campus to correspond to unique regional characteristics, target multiple audiences, and include strategies that have proven successful in recruiting diverse students to teaching. Strategies employed range from the provision of academic support and academic advisement to exposure to teaching and career counseling. These projects are inter-segmental and involve local school districts, community colleges, and undergraduate disciplines at the university level.

Program Guidelines

The TRP projects on individual campuses are locally developed activities to attract students from environments in which teaching has not been a common career goal. Project activities include the continuum of recruitment, admission, and completion of teaching preparation programs. Characteristics of TRP projects include the following:

- Recruitment of diverse candidates is broad-based and includes outreach to all potential candidates/recruits/participants.
- Recruitment does not focus on any one group or type of populations, but focuses on comprehensive teacher recruitment outreach.

- TRP projects recruit, support, and focus especially on participants that are from socio-economically disadvantaged populations.

TEACHER PREPARATION AT SAN JOSE UNIVERSITY

Yearlong Residency Programs: Researchers and practitioners in teacher education have converged on the view that the field experiences of student teachers are the most important element of their teacher preparation. The success of field placements depend on at least three elements: (1) the choice of mentor teachers; (2) the professional preparation of mentors to guide and support student teachers; and (3) collaboration between school site personnel and university faculty to develop a coherent and effective learning community for student teachers. San José State University has launched three teacher residency programs to prepare elementary, middle school and high school teachers.

- **Elementary School Teachers**
The TE Collaborative is a one-year intensive preparation program that involves partnerships four local districts. Candidates engage in a year-long residency where they work alongside an experienced cooperating teacher for three days a week in an elementary classroom. Cooperating teachers work closely with University supervisors and faculty at monthly professional development meetings where they learn to articulate theory/practice connections, support SJSU in program assessment and receive some training as a coach. This program has a 14-year history in the region and will be expanded to two cohorts in 2010-11.
- **Middle School Teachers**
Middle Level Emphasis -- Middle schools need teachers with unique skills and deep knowledge of their subject matter. The Middle Level program is a one or two-year program model with a two-semester residency in a 5-8th grade classroom. Candidates also spend significant amounts of time observing in other K-8 classrooms. Candidates earn a multiple subjects credential; most candidates also earn a subject matter authorization, foundational credential or single subject credential in one or more subjects, such as math or science. This program has a 6-year history in the region.
- **Secondary School Teachers**
This year, the Single Subject Program, in partnership with local administrators, has begun to a pilot year-long residence program. The program will launch this summer with student teachers preparing to enter classrooms in several local, traditionally underserved schools.

Integrated Credential and Masters Programs for Elementary and Secondary Teachers

The Critical Research Academy allows candidates to complete a multiple subjects credential and masters degree in a two year timeline. It offers a dynamic program for K-8 teachers primarily interested in education for social justice, development of cultural literacy, education to promote democracy, and pedagogy for teaching in urban schools.

MA in Art Education. In response to dwindling public funds for the arts in schools, many arts organizations have stepped in to fill the breach with innovative new programs. The School of the Arts and the Lurie College of Education at San Jose State University are currently developing a new program that aims to leverage the expertise of faculty from these two colleges. The result will be an Education Emphasis program that can be added to the Masters of Fine Arts Masters programs in Digital Media Art, Photography, Pictorial and Spatial Arts. Our hope is that students in these programs will complete coursework in teaching methods and curriculum design, grant writing and development, and complete a practicum course in local arts organizations that provide programs for schools.

MA and Credential in Special Education. This two-year program prepares candidates for special education classrooms serving a variety of learners. Candidates also engage in research projects designed to address problems in local schools.

Evidence-based Teacher Preparation

Teacher learning progressions project. Amidst the growing demands for accountability for both teachers and teacher educators, our department has embarked on a multi-year project to define the core "learning progressions" that teachers follow as they become experienced and effective educators. In the project, we ask, "How can we measure our students' progress and growth over time in teacher preparation and beyond in a way that supports and sustains their development as teachers?" This project is being supported by local grants and leverages data gathered from formative assessments and the Performance Assessment for California Teachers (PACT).

Addressing the Needs of Students with Disabilities

The Early Childhood Special Education Program. Early intervention is essential for the healthy development of babies and young children with disabilities. With initial funding from a U.S. Department of Education grant, the Department of Special Education offers a specialization in early childhood education for special educators. The program continues to grow and prepare high quality teachers for this special population.

Certificate Program in Autism Spectrum Disorders. With growing incidences of autism in the school population, both general and special education teachers need advanced professional development in autism. The certificate program will be offered both on-campus and on-line to serve the greatest number of teachers in the local area.

CSU TEACHER PREPARATION PROGRAM EVALUATION BASED ON K-12 STUDENT LEARNING

Selected excerpts from the report, Teacher Preparation Program Evaluation Based on K-12 Student Learning and Performance Assessments by School Principals (2007), by the Center for Teacher Quality, California State University. Available at http://www.calstate.edu/teacherquality/documents/teacherprep_eval_results_principals_assessment.pdf

Introduction

Recently the CSU Center for Teacher Quality (CTQ) began to investigate the impact of CSU teacher preparation on learning gains by the K-12 students of CSU-prepared teachers. This report updates the Trustees on this recent initiative. The report also summarizes other elements of CSU's ongoing evaluation of teacher preparation, and provides recent findings that supplement CTQ's work on K-12 student achievement.

CTQ Questions Related to Student Achievement

CTQ works closely with California school districts to assemble evidence addressing three evaluation questions, as follows.

- (1) What is the relative importance of university-based teacher preparation in accounting for the academic progress of K-12 students in California, compared with the relative strength of other factors that are known to influence student learning such as student factors, school factors and community factors?
- (2) In relation to teachers prepared outside the CSU, how well do CSU-prepared teachers foster learning gains by their K-12 students, particularly in core subjects, and with a special focus on

student groups that have historically been underserved by our system of elementary, secondary and post-secondary education?

(3) Does evidence of K-12 student achievement help to identify specific programs of professional teacher preparation that are particularly effective and, if it does, can the effective features and characteristics of these programs be identified? For university students who want to teach, would it be feasible for CSU to extend and enlarge the most effective programs?

How CSU Links Teacher Preparation to Student Achievement

Measures of Student Achievement. Conceivably, multiple measures of K-12 student learning could be tapped in an evaluation of teacher preparation. To rely on a comprehensive array of measures would yield important benefits. The following benefits are especially critical and can be realized by using, among other instruments, the standardized achievement examinations that California administers statewide in grades 3-11 each year.

(a) Relying on a common set of statewide learning measures will enable CTQ to combine evidence from diverse communities and regions of the state. (b) Most of the state's measures of learning are closely aligned with the standards-based curriculum that the State Board of Education has adopted for grades K-12. (c) Use of the state's standardized exams will also enable CTQ to take account of each student's prior level of learning. (d) Pupil scores on the state's standardized tests have relatively strong levels of reliability, compensating for the inaccuracies that characterize all educational measures.

CTQ will pursue opportunities to use *alternative measures of student learning*, but the alternative measures should *complement* and *supplement* evidence provided by standardized exams, which should be viewed as *core measures of student learning* in the CSU evaluation of teacher preparation.

Measuring Instructional Effects on Students. CTQ can utilize alternative approaches to assessing the impact of instruction on K-12 students. One approach is to assess the *gain* that each student realizes by comparing evidence assembled before and after her or his instruction in a subject that is tested on multiple occasions. Another approach focuses on student knowledge levels at the conclusion of an instructional year while taking into account the same students' levels of prior learning. In a third approach, CTQ can examine student knowledge levels at the conclusion of instruction without considering the students' pre-instructional knowledge levels. When CTQ brings learning evidence to the Board, the Center will specify exactly how student learning was measured.

Learning by Individual Students and by Groups of Students. CTQ is using a *student-by-student method* to measure instructional impact, rather than relying on evidence of *average learning levels by large groups of K-12 students*. By analyzing the available evidence on a student-by-student basis, CTQ can differentiate the effects of CSU teacher preparation from those of other colleges and universities, whose graduates teach in the same districts, schools, grades and subjects as CSU-prepared teachers. If CTQ relied on summaries of learning by all students in a district, school, grade or subject, the effects of different institutions would be co-mingled with each other. To assess *CSU impact on student learning*, it is necessary to proceed on a student-by-student basis.

Status Update on Teacher Preparation and Student Achievement

Requests to Collaborate with Seven Large, Urban School Districts in California. In seven of California's largest urban school districts, CTQ has met with superintendents and directors of research, and has submitted requests for evidence that CTQ could use in a statistical analysis of teacher preparation's impact on student learning. Located in distinct regions of the state, in the vicinity of twelve CSU campuses, these seven school districts educate more than one million

students, employ more than 40,000 teachers, and annually hire approximately 3,350 CSU graduates as new teachers. Working closely with these and other districts in California's urban centers, CTQ expects to assemble large amounts of evidence pertaining to the three evaluation questions.

Preliminary Files of Evidence from Two School Districts. Early on, two of the seven cooperating districts provided small sets of evidence that CTQ has relied on for preliminary analyses of the CSU evaluation questions. The two sets of evidence include limited numbers of teachers and students, and they encompass few of the factors that commonly influence learning on the part of K-12 pupils. CTQ analyzed the two sets of district evidence in order to pilot-test its analysis plans and to be as expeditious as possible in investigating teacher preparation's impact on student learning. In doing so, CTQ took note of the incompleteness of the two sets of evidence, recognized that more comprehensive sets are likely to be provided soon, and regarded the analyses as *preliminary* in nature.

Preliminary Analysis of Preliminary Evidence

How CTQ Analyzed the Preliminary Evidence. The CSU Center for Teacher Quality began by examining the relative impact of diverse factors on K-12 student learning. *Compared with factors associated with students, their families and their communities, how much of their learning is associated with their teachers and the preparation of those teachers in CSU and other institutions?* In educational research and evaluation studies, this question and others like it are addressed with a complex statistical procedure called *hierarchical linear modeling*, which CTQ implemented with state-of-the-art software called *HLM 6*. This procedure enabled CTQ to estimate:

- (a) how much learning was associated with *student factors* when teacher factors were statistically held constant; (b) how much learning was associated with *teacher factors* when student factors were statistically held constant; and (c) how much learning *could not be explained* by this procedure because of the limited numbers of student and teacher factors that were measured in the evidence sets.

CTQ was able to assess the role of these factors in the learning of reading skills, language skills and math skills, but only in grades 4 and 5 due to technical reasons.

What CTQ Found in the Preliminary Evidence. Figure One illustrates the statistical findings of the preliminary analysis about the learning of *reading skills*. The blue segment of the graph illustrates how much student learning (34.5%) was statistically associated with *a few student demographic factors* while the teacher-related evidence was held constant statistically. The green segment indicates how much learning (27.0%) was associated with the *universities that prepared the teachers and the duration of teaching experience*, while the student demographic factors were held constant. The tan section of the graph estimates how much learning (38.5%) *could not be associated with student factors or teacher factors* due to limitations in the preliminary evidence.

Evidence about Comparative Institutional Effectiveness. Using the preliminary evidence, CTQ also attempted to assess the comparative effectiveness of institutions and programs for teachers, as suggested by evaluation questions (2) and (3) on page 1. In some comparisons, CSU teacher preparation appeared to be more effective than non-CSU preparation, but these differences were small. Insufficiencies in the evidence were too great for CTQ to reach any conclusions, even tentatively, in relation to questions (2) or (3). To support such inferences, the evidence would need to include more information about the institutions where the teachers were prepared, and it would need to include more teachers from distinct CSU campuses. CTQ will need to obtain much better sets of evidence in order to present reliable findings to Trustees about the relative

effectiveness of different institutions, distinct campuses and different pathways for teachers, as measured by K-12 student learning gains.

Tentative Status of the Preliminary Evidence. When CTQ receives more comprehensive data about the impact of teachers and their preparation on student learning, the findings may differ from the preliminary findings in several potential ways. Any or all of the percentages in Figure One and Table One may increase or decrease when the evidence portrays larger numbers of students and teachers in a more diverse array of schools, when it includes more student factors such as English language proficiency, and when it includes more information about teachers and their preparation in the CSU and in other institutions.

Implications of the Preliminary Evidence. Although the preliminary evidence is tentative, it suggests that CTQ is pursuing a promising line of inquiry about the effects of teacher education on student learning in California. In reading, language and mathematics, the preliminary evidence indicates that teachers and their preparation are probably significant factors in accounting for student academic progress. Of the factors that are included in this analysis, teachers and their preparation are most susceptible to improvements through changes in CSU policies and practices. As these factors account for substantial amounts of learning, even a tentative finding suggests that CSU campuses may be in a position to contribute substantially to improvements in K-12 learning by improving and expanding their effectiveness in preparing new teachers. CTQ expedited its work on K-12 student learning at Trustees' request. Preliminary findings based on incomplete evidence suggest that CTQ's growing focus on K-12 student learning may prove to be a cost-effective investment of the Center's limited resources.

Scope of the CSU Evaluation of Teacher Preparation Outcomes

Scope of the Original Evaluation. When Chancellor Reed and the 23 CSU campuses initiated the Systemwide Evaluation of Teacher Preparation in 2000-01, they recognized that teacher education has many outcomes. Participants in the evaluation consider K-12 student learning to be an outcome of particular significance, but not the only important outcome that should be included in a broad evaluation. To plan the evaluation over time, CSU Deans of Education developed the *CSU Mosaic* (on the next page) to illustrate graphically the kinds of evidence that contribute to CSU's understanding of its overall effectiveness in preparing university students to be excellent teachers.

The following is the text from the figure, *CSU Mosaic: Significant Outcomes of Teacher Preparation-The Conceptual Model that Guides Development of the CSU Systemwide Evaluation*. The teacher credentialing program assessment study derives from Outcome Six.

Teacher Education Program Outcomes

Outcome One: Intrinsic Qualities of Each Program as Reported by Its Graduates When They Complete the Program

Outcome Two: Effects of Each Program on Its Graduates' Teaching as Reported by Them After 1 – 3 Teaching Years

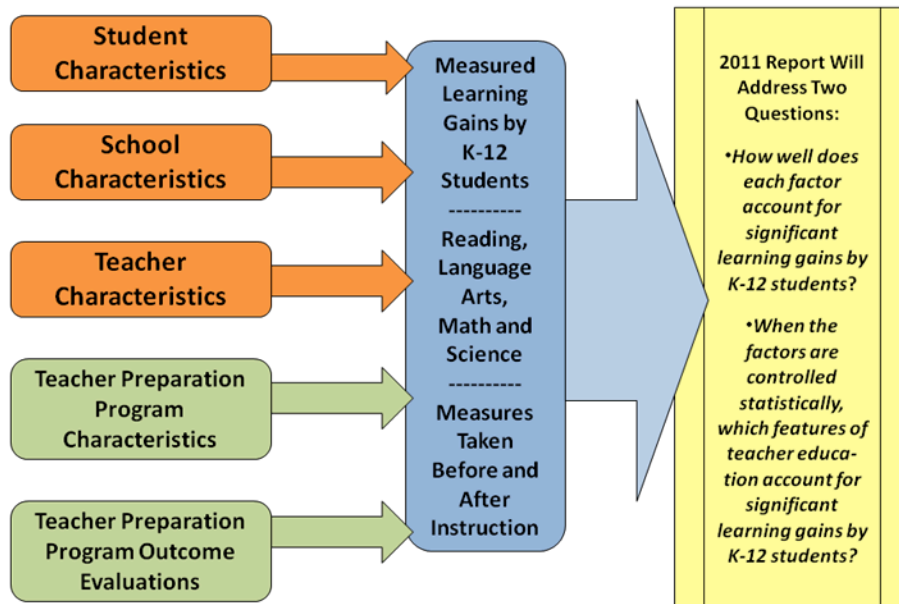
Outcome Three: Effects of a Program on Graduates' Teaching as Reported by Their Job Supervisors

Outcome Four: Effects on Graduates' Teaching as Measured by Valid, Reliable Assessments of Performance

Outcome Five: Participation and Persistence in the Profession of Teaching by Each Program's Recent Graduates

Outcome Six: K-12 Student Learning Outcomes that Can be Traced Legitimately to Teacher Education

CSU Teacher Preparation as a Significant Factor in K-12 Student Achievement: A Visual Model



UNIVERSITY OF CALIFORNIA PRINCIPAL LEADERSHIP INSTITUTE

Overview

The Principal Leadership Institute (PLI) was established at UC Berkeley's Graduate School of Education in 2000 to prepare leaders for San Francisco Bay Area urban schools. Students completing the program receive an M.A. in Education and a recommendation toward a Tier I Administrative Services Credential from the California Commission on Teacher Credentialing (CCTC). The Administrative Services Credential (ASC) authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, dean, supervisor, consultant, coordinator, or in an equivalent or intermediate-level administrative position.

The PLI relies on strong relationships with Bay Area school districts and maintains active communication with districts in order to facilitate field experiences, receive feedback on the program, and ensure that there is a strong link between university coursework and urban school reality. The Principal Leadership Institute (PLI) assumes that administrators are instructional leaders first and foremost, and are able to work collegially with teachers to improve the quality of teaching and learning. Students in the PLI become familiar with the broadest possible range of reforms and understand the process of change in order to implement these reforms. Applicants must be committed to urban schools and students, with all the opportunities and challenges they represent.

Through a generous gift of Kenneth Behring, all candidates accepted for the PLI are Behring Scholars and receive a partial scholarship toward fees to UC Berkeley. The PLI graduate must agree to serve in a leadership capacity for four years in a California public school. Those accepted are expected to enroll continuously in order to remain with their entering cohort.

The Principal Leadership Institute includes conventional coursework as well as a structured practicum in the candidate's district. Most classes employ a problem-based pedagogical model in which graduate students are required to complete group and individual tasks that are designed to reflect the "real" life of their work in schools. All courses emphasize a theory to practice connection, and most courses are co-taught by instructors from the university and from practice. Often, persons from practice are invited to make presentations and/or provide feedback to candidates when they present. All students have a university field supervisor while participating in the program, chosen from our excellent staff of retired school principals.

The program is 14 months. In the first seven week summer session, classes meet four days a week. In Fall and Spring, classes meet nights and weekends. The final summer classes meet four afternoons a week for six weeks. Although the program schedule is intensive, those completing the PLI indicate that the rigorous content and multiple experiences assure them of solid preparation for the role of administrator.

We expect that successful applicants have had substantial experience as teachers, both in urban and other kinds of schools. While urban experience is not a formal requirement, the application process looks for evidence of commitment to improving urban schools. The program focuses on preparation for positions in urban districts, and we expect that most of its graduates will work in urban districts.

Science and Mathematics Initiative

CalTeach - 2009

Overview

California faces a serious deficit in the supply of K-12 mathematics and science teachers. The UC system-wide Science and Mathematics Initiative (SMI) is helping the state meet this critical need. Known on campuses as CalTeach, programs:

- 1) create multiple pathways for students to explore the possibility of teaching;
- 2) expand the capacity of the state's teacher preparation programs to accommodate these students; and
- 3) strengthen the quality of teacher preparation programs to assure deep subject matter content knowledge and strong pedagogical skills.

These three elements make up the essential priorities identified by the California Council on Science and Technology and the Center for the Future of Teaching and Learning and other authorities for building a larger and more expert STEM (science, technology, engineering, and mathematics) teacher corps for California's schools. SMI integrates the STEM curriculum with that of UC's schools of education. In addition, UC collects data for evaluation as part of an accountability framework. The initiative involves partnerships with UC, K-12, community colleges and the California State University.

CAMPUSES:

UNIVERSITY OF CALIFORNIA (UC)

UC Berkeley (UCB)

UC Davis (UCD)

UC Irvine (UCI)

UC Los Angeles (UCLA)

UC Merced (UCM)

UC Riverside (UCR)

UC San Diego (UCSD)

UC Santa Barbara (UCSB)

UC Santa Cruz (UCSC)

STUDENT PARTICIPANTS ACROSS ALL CAMPUSES (2005-2009)

TOTAL: 4,235

SCHOOL VISITS: 33,976

“SMI has been my greatest support system in my efforts to become a teacher. SMI has provided me with vast opportunities that not only prepared me to become a teacher, but also constantly reinforced my decision that the teaching profession is the career that I want to enter.”

ALEXIA OLSON, UCR GRADUATE, 2008, MATH MAJOR,
CREDENTIALLED TEACHER

“This course helped me discover a career that I had never thought was possible, and something I was not interested in. As of today, thanks to the SMI course, I undoubtedly would like to be a teacher.”

CATABRIEA WHITE, UCM STUDENT, SOPHOMORE



Evaluation

Quality and Retention in CalTeach

The university administers regular surveys to participants to project student progress toward completing the CalTeach program and obtaining a single-subject science or mathematics teaching credential. A total of 471 students completed the survey in 2008-2009. They expressed positive reactions to CalTeach:

- **Interest in becoming a science or mathematics teacher: 81%**
- **High opinion of field (classroom) experience: 83%**
- **Interest to continue in CalTeach: 79%**

SMI Enrollment and New Courses by Campus

	ENROLLMENT				NEW COURSES
	2005-06	2006-07	2007-08	2008-09	2005-09
UC Berkeley	45	134	192	224	8
UC Davis	21	63	165	285	3
UC Irvine	26	74	56	170	9
UC Los Angeles	66	144	244	397	5
UC Merced	0	22	75	170	8
UC Riverside	12	71	87	301	4
UC San Diego	23	115	178	233	10
UC Santa Barbara	0	32	147	174	8
UC Santa Cruz	50	76	112	122	5
TOTAL	243	731	1,256	2,076	60

“The SMI students have been staying after school and conducting one-on-one reteaching of standards that students have had difficulty with while I conduct a tutorial for at risk students. This has proven to be very effective. I am impressed with the ability and dedication of the SMI students. You should be proud of the contribution they are making. Thanks for the support.”

KEVIN SULLIVAN, TEACHER, CLEVELAND ELEMENTARY

“I loved the opportunity CalTeach provided to study math and learn about teaching in a small community of like-minded peers.”

KATIE SEIM, UCSC STUDENT, 2009, MATH MAJOR

Community College Connections

Partnerships between UC and California Community Colleges (CCC) are an essential element of SMI.

A key component to attract CCC students to CalTeach is to provide them with lower division experiences that parallel those offered by the UC.

The collaborative—known as the Aurora Project—extends throughout California. It was founded at the Foothill De Anza Community College District Office and received initial funding from the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES). Beginning with ten community colleges, it has grown to include 28 community colleges, industry partners, and a number of county offices of education, school districts and community-based organizations.

In addition, the CalTeach Community College Connections emphasizes recruitment of community college students who are typically underrepresented in mathematics and the sciences and who have the potential to obtain a bachelor's degree in mathematics or science followed by a teaching credential.

LINKS TO REPORTS OF INTEREST

Center for the Future of Teaching and Learning Reports and Publications
www.cftl.org/publications.php

Rising Above the Gathering Storm
www.gwib.maryland.gov/aero/pdf/aaugustine10202005.pdf.

UC Science and Math Initiative
www.universityofcalifornia.edu/academics/1000teachers

Education Partnerships
University of California
1111 Franklin Street
Oakland, CA 94607-5220
(510) 987-9425
smi@ucop.edu

Status of America COMPETES Elements			
America COMPETES Element	Status	Statewide Longitudinal System	Interim System
teachers to students.			
Student-level transcript information on courses completed and grades earned.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system
Student-level college readiness test scores.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system
Student transition from secondary to post-secondary.	Yes	Included in CALPADS by 2011	Provided by State-funded Cal-PASS system
Other information necessary to address alignment and adequate preparation for success in post-secondary education.	Yes	Included in CALPADS L PASS	Provided by State-funded Cal-PASS system

Appendix D2ii.I

California Standards for the Teaching Profession

California Standards for the Teaching Profession

STANDARD 1:

Engaging and Supporting ALL Students in Learning

1. Using knowledge of students to engage them in learning
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
3. Connecting subject matter to meaningful, real-life contexts
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
5. Promoting critical thinking through inquiry, problem solving, and reflection
6. Monitoring student learning and adjusting instruction while teaching

STANDARD 2:

Creating and Maintaining Effective Environments for Student Learning

1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
4. Creating a rigorous learning environment with high expectations and appropriate support for all students
5. Developing, communicating, and maintaining high standards for individual and group behavior
6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
7. Using instructional time to optimize learning

STANDARD 3:

Understanding and Organizing Subject Matter for Student Learning

1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3. Organizing curriculum to facilitate student understanding of the subject matter
4. Utilizing instructional strategies that are appropriate to the subject matter
5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

STANDARD 4:

Planning Instruction and Designing Learning Experiences for ALL Students

1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
2. Establishing and articulating goals for student learning
3. Developing and sequencing long-term and short-term instructional plans to support student learning
4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD 5:

Assessing Students for Learning

1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
2. Collecting and analyzing assessment data from a variety of sources to inform instruction
3. Reviewing data, both individually and with colleagues, to monitor student learning
4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5. Involving all students in self-assessment, goal setting, and monitoring progress
6. Using available technologies to assist in assessment, analysis, and communication of student learning
7. Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD 6:

Developing as a Professional Educator

1. Reflecting on teaching practice in support of student learning
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
3. Collaborating with colleagues and the broader professional community to support teacher and student learning
4. Working with families to support student learning
5. Engaging local communities in support of the instructional program
6. Managing professional responsibilities to maintain motivation and commitment to all students
7. Demonstrating professional responsibility, integrity, and ethical content

Appendix D2ii.II

CPSEL Summary

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

STANDARD 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- ★ Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- ★ Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- ★ Use the influence of diversity to improve teaching and learning.
- ★ Identify and address any barriers to accomplishing the vision.
- ★ Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- ★ Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

STANDARD 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- ★ Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- ★ Promote equity, fairness, and respect among all members of the school community.
- ★ Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- ★ Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- ★ Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- ★ Create an accountability system grounded in standards-based teaching and learning.
- ★ Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- ★ Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- ★ Utilize effective and nurturing practices in establishing student behavior management systems.
- ★ Establish school structures and processes that support student learning.
- ★ Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- ★ Align fiscal, human, and material resources to support the learning of all subgroups of students.
- ★ Monitor and evaluate the program and staff.
- ★ Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

These standards were adapted from the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* (1996). Washington, DC: Council of Chief State School Officers. Adaptations were made for the California Professional Standards for Educational Leaders (2001) by representatives from the California School Leadership Academy at WestEd, Association of California School Administrators, California Commission on Teacher Credentialing, California Department of Education, and California colleges and universities. For use with the Descriptions of Practice in *Moving Leadership Standards Into Everyday Work*, the elements in some of the standards have been reordered by WestEd.

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CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

STANDARD 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- ★ Recognize and respect the goals and aspirations of diverse family and community groups.
- ★ Treat diverse community stakeholder groups with fairness and respect.
- ★ Incorporate information about family and community expectations into school decision-making and activities.
- ★ Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- ★ Communicate information about the school on a regular and predictable basis through a variety of media.
- ★ Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

STANDARD 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- ★ Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- ★ Protect the rights and confidentiality of students and staff.
- ★ Use the influence of office to enhance the educational program, not personal gain.
- ★ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- ★ Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- ★ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- ★ Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- ★ Engage in professional and personal development.
- ★ Encourage and inspire others to higher levels of performance, commitment, and motivation.
- ★ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- ★ Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- ★ Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- ★ Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- ★ Generate support for the school by two-way communication with key decision-makers in the school community.
- ★ Collect and report accurate records of school performance.
- ★ View oneself as a leader of a team and also as a member of a larger team.
- ★ Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

These standards were adapted from the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* (1996). Washington, DC: Council of Chief State School Officers. Adaptations were made for the California Professional Standards for Educational Leaders (2001) by representatives from the California School Leadership Academy at WestEd, Association of California School Administrators, California Commission on Teacher Credentialing, California Department of Education, and California colleges and universities. For use with the *Descriptions of Practice in Moving Leadership Standards Into Everyday Work*, the elements in some of the standards have been reordered by WestEd.

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Appendix D2ii.III

Los Angeles USD Teacher Effectiveness Task Force Final Report



Teacher Effectiveness Task Force

Los Angeles Unified School District

Final Report

April 13, 2010

For more information on the Teacher Effectiveness Task Force, please visit <http://etf.lausd.net>.

The Teacher Effectiveness Task Force

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Justo Avila, Deputy Chief Human Resources Officer, LAUSD

Peggy Barber, Director of Governmental Relations, LAUSD (retired)

Ruth Bautista, District English Learner Advisory Committee

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Contents

Letter from the TETF Chair, Dr. Ted Mitchell.....	5
I. Introduction	7
The Formation of the Teacher Effectiveness Task Force (TETF)	7
The Superintendent’s Philosophy and Priorities, and the Work of the TETF	7
The Make-Up, Structure and Process of the TETF	8
II. Context and Considerations	9
Teacher Evaluation.....	9
Administrator Evaluation	10
Differentiated Compensation/Career Pathways.....	10
Tenure	11
Support Mechanisms	11
III. Task Force Recommendations	12
Teacher Evaluation Recommendations	12
Administrator Evaluation	14
Differentiated Compensation	15
Tenure Recommendations.....	17
Support Mechanisms	18
Legislative.....	20
IV. Next Steps: Realizing the Recommendations of the Task Force	22
Implementation Goals and Objectives.....	22
Key Considerations for Implementation	23
The Ongoing Role of the Task Force	24
V. Appendices	25
Appendix A. <i>Quality Leadership and Teaching to Ensure a World Class Education for All</i>	26
Appendix B. Sub-Committee Members	29
Appendix C. Works Cited and Works Reviewed.....	31
Appendix D. Letter from the Los Angeles Education Research Consortium.....	35
Appendix E. Comments from TETF Constituencies and Members	42

Letter from the TETF Chair, Dr. Ted Mitchell

Dear Board Members and Superintendent Cortines,

On behalf of the esteemed members of the Teacher Effectiveness Task Force, the scores of interested public participants, and the district staff who have worked for months in developing this set of recommendations, I thank you for this opportunity to highlight the successes of the district and to help inform solutions to the challenges the district is facing.

Even though our work was buoyed by a national and local conversation that has developed around issues of teacher and administrator quality and effectiveness, when we began our work, the task before us was anything but easy to tackle. I am happy to report that this group of people rose to the occasion and had frank and open discussion on sometimes contentious issues -- because we are all aware of the urgency felt in finding consensus on behalf of every student and every family in LAUSD.

As this report demonstrates, the diversity of opinion, background and position added to the texture of these recommendations, and in a great many areas, we found common ground. There were a few places, however, where consensus was not reached, and in our report, we make these areas clear.

As chair, my role was to guide and push, to facilitate yet challenge, and to ensure that in their final incarnation, this set of recommendations is the product of deep and reflective discussions, driven by data and best practice, and customizable for the local setting.

A consistent theme of our discussions and deliberations, and critical context for the review of this report, was the understanding that ***no single aspect of these recommendations "works on its own."*** The Task Force felt strongly that the focus areas of evaluation, tenure, differentiated compensation/career pathways and support mechanisms are, by their very nature, interconnected and thus represent a comprehensive approach to ensuring a highly effective teacher in every classroom and a highly effective leader for every school.

To briefly summarize the recommendations:

Redesigned Teacher and Administrator Evaluation Process: The TETF proposes developing an evaluation process within a true performance management framework, including multiple measures of effectiveness (both formative and summative) – student outcome data, parent and student input, and an enhanced assessment of instructional quality.

Differentiated Compensation and Career Ladders: Recommendations for differentiating compensation focus on a closer alignment between district needs and values with compensation and promotion decisions. Further, these recommendations propose the development of a new career ladder, offering high performing teachers the opportunity to apply for instructional leadership positions as coaches, professional developers, mentors, and other similar roles.

Restructured Tenure Process: Tenure recommendations seek to restructure the process, allowing a greater focus on employee developmental needs and opportunities, and ensuring that the achievement is a true marker of a teacher's transition out of the novice phase of his/her career.

Support Mechanisms: In addition to other recommendations, the support mechanisms proposals focus on augmenting early teacher support and intervention, further defining professional growth pathways for teachers throughout their career, and addressing issues of intervention and exit for teachers.

Legislative Action Steps: Proposed legislative changes include those related to tenure (as proposed by other sub-committees) as well as layoff education code changes, and dismissal process changes. Additionally, there are recommendations to address funding concerns for the district.

As you can see from these summaries, these are recommendations whose impact is enhanced when considered together, rather than in isolation. I look forward to discussing these with you further and stand ready to help with next steps as you see fit.

It was a pleasure to get to know the Task Force members better, and to have the chance to engage with them on such an important and timely issue.

Thank you again,

Dr. Ted Mitchell
Chair, LAUSD Teacher Effectiveness Task Force

I. Introduction

Educators throughout Los Angeles, across California, and around the nation have increasingly acknowledged that having an effective teacher in every classroom and a high quality school leader in every school are of critical importance to the success of our nation's public schools. Indeed, of all of the elements under the purview of our school district, teachers – far and away – play *the* critical role in improving student learning (see Sanders and Horn, 1998; Goldhaber et al, 1999; Goldhaber, 2009; Rivkin et al, 2005). Studies suggest that the difference between an effective and an ineffective teacher can be as much as one year of learning growth for the typical student (Goldhaber et al, 2009). Multiply that differential impact over even a few years and it becomes clear why effective teaching matters.

There is also broad agreement that many school districts do not do a good job differentiating between and identifying the needs of their teachers and administrators to accelerate success, address development needs, or intervene on persistent performance issues (Weisberg, Sexton, Mulhern & Keeling, 2009; Donaldson, 2009).

The Formation of the Teacher Effectiveness Task Force (TETF)

Responding to this pressing need and in response to a Board Motion, the Los Angeles Unified School District formed a Task Force to examine successes and challenges related to employee performance and development.

The April 28, 2009 Board Motion (Quality Leadership and Teaching to Ensure a World Class Education For All) brought forward by Board Member Yolie Flores, Board President Monica Garcia, and Board Member Dr. Richard Vladovic directed Superintendent Ramon Cortines to create a Task Force to develop recommendations for enhancing the ways in which the district ensures that the most effective teachers, administrators and support personnel work with our students every day.

The Task Force, chaired by Dr. Ted Mitchell, focused on employee evaluation, support mechanisms, tenure, compensation and legislation. This group was charged with reviewing current practices; studying relevant research; and, developing recommendations and a plan for action to achieve meaningful changes to the Education Code, state rules & regulations, and district policies & practices related to its focus areas.

The Superintendent's Philosophy and Priorities, and the Work of the TETF

The recommendations of the TETF come at an important moment in time for the Los Angeles Unified School District. Superintendent Cortines recently articulated his philosophy for LAUSD. He envisions an organization where we know every child and adult by name and face; where we personalize the learning experience for everyone; where we never forget that students are our number one priority; and where all of our energy is focused on building and strengthening the relationships between our students, parents and educators. To actualize this philosophy, Superintendent Cortines has articulated the following strategic priorities:

- **Data-Based Instruction:** We will use data to drive all decision-making and ensure good “first teaching” for all students, coupled with support and intervention when students need extra assistance.
- **Supporting all of Our Employees:** Using the recommendations of the Teacher Effectiveness Task Force as a starting point, we will cultivate the effectiveness of all of our employees – administrators, teachers, support personnel and classified staff.
- **Transparent Budgeting:** We will bring funding and decision-making closer to schools and classrooms. We will provide more transparency about revenues and costs, address equity issues that may exist in our current system, and provide schools with more flexibility to make accountable spending decisions that meet the unique needs of their student populations.
- **Quality Schools:** We will create standards and criteria that apply to all schools for setting targets, evaluating school quality and monitoring achievement— even charter schools. We will embrace innovative program offerings for students and families. We will offer families and students a variety of school options, and where good options do not exist, we will develop new schools.

In addition to forming the foundation of our efforts to *Support All of Our Employees*, the work of the TETF plays an essential role in the three other priorities discussed by Superintendent Cortines. Our evaluation, support and professional development must be aligned with our efforts in the area of *Data-Based Instruction*. Further, when we make the budget transparent and we put most of the decision-making power in the hands of schools, it will be the primary task of school communities to direct resources toward those efforts that support our employees in effectively teaching our students. Finally, the targets, school quality and achievement measures we use for our schools must align with how we evaluate our employees, and when improving our schools, effective teaching must be at the forefront.

The Make-Up, Structure and Process of the TETF

This Task Force, which includes our labor partners, parent and community representatives, private sector leaders, higher education partners as well as district leaders, teachers, and administrators began meeting in September 2009. The Task Force met monthly from September 2009 through March 2010 (see Appendix _ for meeting schedule) to hear presentations, review research and data and to vet and discuss recommendations developed by Task Force sub-committees.

At the outset of the Task Force work, we formed five sub-committees, with Task Force members self-selecting their focus area based on interest and expertise. The sub-committees (*Evaluation, Tenure, Differentiated Compensation, Support Mechanisms, and Legislative*) were also opportunities for other stakeholders to be active participants in the exchange of ideas, the discussion of proposals and the drafting of recommendations for review by the full Task Force.

Each sub-committee pursued a similar process of reviewing relevant research, considering current district, and debating and developing recommendations. Sub-committee facilitators met regularly with one another to bridge the work of each other’s sub-committees. Draft recommendations from each sub-committee were presented at full TETF meetings, where Task Force members and public participants shared feedback. In some cases, these draft recommendations received general support

from the full TETF. In others, some members supported the recommendations and some shared concerns. In a few cases, recommendations were removed or significantly altered. In most cases, these draft recommendations translated into the final recommendations below. Dissenting perspectives are highlighted alongside the recommendations.

A draft of this report was released for public comment on March 17, 2010. Constituency groups named to the Task Force were invited to submit brief statements on the recommendations (see Appendix E). All members of the public were invited to submit public comments prior to finalizing this report. Further public comment is encouraged.

II. Context and Considerations

As the Task Force deepened its knowledge about each area, several items became fundamental markers/elements of the conversation and recommendation development process. Each sub-committee reviewed current District practice, highlighted (as appropriate) promising practices within the district and from around the country, and raised concerns with the status quo.

The *Current District Practice* and related *Areas for Improvement* with aspects of this practice served as problem statements for which the recommendations were designed to address.

Teacher Evaluation

Current District Practice

Teachers are formally evaluated using the “Evaluation of Instructional Personnel” form (commonly known as the “STULL”) which is based on the California Standards for the Teaching Profession (CSTP). This format allows for a choice of two final ratings: ‘Meets Standard Performance’ or ‘Below Standard Performance.’

During a teacher’s probationary service (commonly their first two years of employment), they are typically evaluated each year. Teachers are evaluated the first year they become permanent, and at least every other year thereafter. Depending on the size of the school, or the level, evaluations are often performed by the principals or assistant principals (usually in larger secondary schools).

Areas for Improvement: Current Teacher Evaluation System

- Evaluation is one dimensional, relying only on administrator observation (Touch & Rothman, 2008).
- Only a tenuous link exists between evaluation and improved teaching and learning (Donaldson, 2009).
- There is very little differentiation between teachers in LAUSD with 99.3% receiving a Meets Standard Performance rating (The New Teacher Project, 2009).
- There are limited growth/advancement opportunities and limited consequences linked to evaluation data (Donaldson, 2009).

Administrator Evaluation

Current District Practice

Principals are evaluated using the “Evaluation of Certificated Management Personnel Form,” which focuses on specific *Areas of Evaluation* (Communication, Dimensions, Decision-Making Dimensions, Interpersonal Dimensions, Personal Dimensions, Punctuality and Attendance. There are only two rating options for each sub-section and the overall rating - “Meets Standard Performance” or “Below [Standard] Performance”

Nonpermanent administrators are formally evaluated every year and Permanent Administrators are formally evaluated every other year afterwards unless an employee meets specific eligibility requirements and there is a mutual agreement to extend the evaluation process up to a 3, 4, or 5 year cycle.

Areas for Improvement & Considerations for Changes

- Need to develop system capacity and identify adequate resources to undertake a major change.
- “Span of Control” needs to be addressed – how many people can one person evaluate? This is particularly important if the district reorganizes the local district structure in future years.
- Related to this, these sorts of changes will require rethinking the way teachers and administrators are managed
- There is a need to foster a culture of service and accountability.
- If we are suggesting a stepped-up teacher evaluation and feedback process, we need to be explicit in our expectations for principals to evaluate and develop teachers.

Differentiated Compensation/Career Pathways

Current District Practice

LAUSD’s salary schedule is a basic step and column system – which creates a focus on inputs.

- **Base salary for teachers is derived from five criteria:** Days of service; Credential status; Continuing education; Years of service, and; Post-baccalaureate degrees.
- **Historical basis:** The ‘single salary schedule’ was developed in the post-WWII era to mirror civil service pay systems, the driving force being to create a more egalitarian approach that is less susceptible to nepotism, fraud, and favoritism based upon race and gender (Koppich and Rigby, 2009).
- **Other differentials:** LAUSD provides various other differential pay opportunities (many of which are more output oriented): National Board Certification, Lead Teacher, Extended learning (summer school, after-school, intercession), Athletic coach, Coordinating differentials (e.g., bilingual coordinator), BCLAD differential, etc.

Areas for Improvement: LAUSD Compensation System

- LAUSD lacks a systemic approach for developing, retaining and promoting effective teachers.

- Lifelong learning & improvement is not supported by our compensation system.

Tenure

Current District Practice

- **Like most other districts, LAUSD’s tenure process does not filter effectively:** Fewer than 2% are denied tenure, matching with other districts nationwide (*Again, this does not take into account large numbers of teachers who are counseled out and resign*).
- **Teacher evaluation system does not provide an actionable moment for differentiation amongst teachers based on effectiveness:** 99.3% received Meets Standard Performance (*This does capture those that receive below standard or needs improvement in certain areas*).
- **Some feel that without a valid, credible and objective evaluation protocol, making more thoughtful tenure decisions will be difficult and changes to the system will be politicized.**
- **Teachers with Permanent Status are far more difficult to remove from the classroom/district:** Some studies indicate that fewer than 1% of tenured teachers are fired.

Areas for Improvement: Tenure Situation

The sub-committee believed that the entire notion of and conversation about tenure needed a “paradigm shift”:

- **Where are we now:** People tend to view “Tenure” as either necessary to protect teachers or as an iron-clad job guarantee. It seemed to some members of the sub-committee that the current system assumes all tenured teachers are at the same level in their teaching practice
- **How we think this should change:** The framework for teacher tenure decisions should be about growth (as a professional, in a career), not about protection from or ease of dismissal.

Support Mechanisms

Current District Practice

The District currently has many avenues of support for teachers at different stages of their careers:

- **Teacher Preparation:** Beginning Teacher Support and Assessment; District Intern Program; Urban Teacher Residency Programs.
- **Test Preparation for Authorization Requirements:** English Language Authorization; Subject Matter Preparation; Verification Process for Special Settings.
- **Instructional Support:** Instructional Coaches; Learning Teams; My Data; Peer Assistance and Review; Response to Instruction and Intervention (RtI2); Teacher Training Academy.
- **Professional Development:** LAUSDnet; Learning Zone.

- **Professional Growth:** National Board Certification Support Groups; STULL Process; Support Provider Development; Teacher Leadership Certification Program .

Areas for Improvement: LAUSD Support Mechanisms

- LAUSD lacks a common mechanism to identify highly qualified support providers (rigorous support provider selection process and training).
- LAUSD lacks a coordinated, comprehensive, accessible professional development structure (including preparation for leadership roles).
- Evaluation is tied more to discipline than performance growth.
- Professional development opportunities are not explicitly linked to professional growth goals or evaluation.
- Level of support is often dependent on funding source.

III. Task Force Recommendations

Teacher Evaluation Recommendations

Recommendation 1: Teacher evaluations should include multiple measures or data points.

These multiple measures should include the following –

- a. Teacher Practice:
 - i. Should be clearly related to an accepted skill set needed to be effective (within California Standards for the Teaching Profession).
 - ii. Should have a rubric so that teachers know what each standard ‘looks like.’ (Charlotte Danielson, TFA, and DCPS have rubrics that can be used as starting points or could just be adopted wholesale).
 - iii. A major portion of the observation/assessment of teacher practice should remain the responsibility of (the) administrator(s).
 - iv. A meaningful portion of the observation/assessment of teacher practice should be done through a type of Peer Observation by other educators. (This concept needs to be further defined and would need support and training).
- b. Student outcomes:
 - i. Should be based on growth (e.g., a value-added approach analyzing several years of data) and also should not be solely based on CST scores, but should include formative assessments, etc.
- c. Parent and Student Feedback

Comment on diverging perspectives: TETF members generally agreed on the importance of implementing a system with multiple measures. Perspectives differed on which measures should be emphasized, the appropriateness of certain types of outcomes measures (e.g., CSTs), and how to position the role of the supervising administrator with respect to the various measures.

- i. Should be a component of the evaluation process, giving greater voice to the ‘customer.’
- d. Collaboration/Contribution to School Community.
 - i. There should be a component that measures collaboration (i.e. impact on grade-level, department, school team) or contribution to a school community.
- e. Self-evaluation
 - i. Should include a results & data-driven goal-setting process at beginning of the year measured for progress at the end of the year.

Recommendation 2: Increase the number of rating categories (gradations) available.

- a. To allow for the identification of exemplary teachers and those needing guidance and support, the evaluation tool should have more gradations than the current STULL form.
 - Sub-sections of the current STULL form offer three options – ‘Meets,’ ‘Needs Improvement,’ and ‘No.’
 - The current STULL form currently offers two overall rating options – ‘Meets Standard Performance’ or ‘Below Standard Performance.’ Overall evaluation rating (Currently: “Meets Standard Performance” or “Below Standard Performance”).

Recommendation 3: Evaluations should have real ramifications.

- a. **Rewards:** Evaluations should possibly result in differentiated recognition, career growth opportunities and enhanced professional responsibilities (e.g. becoming a Master Teacher, Teacher Leader, mentor, leading professional development).
- b. **Consequences** (with close adherence to shorter action timelines): Evaluations should result in the appropriate possible outcomes, which may include any of the following – intervention with guidance, assistance, mentoring, professional development, effective evaluative support, and potential disciplinary action, up to and including dismissal from District service.

Comment on diverging perspectives: TETF members differed on how closely positive and negative consequences should be tied to evaluation results, with some TETF members concerned that an evaluation system with strong consequences may diminish the developmental focus of the evaluation process.

Recommendation 4: Professional Development and Support must be tied to feedback from evaluation.

(This is further explored in the Support Mechanisms recommendations).

Administrator Evaluation

Recommendation 1: Align the principal evaluation form and process to the current standards (California Professional Standards for Educational Leaders).

The current process (including the form used) is not tied to the most updated standards for school leaders (CPSELs). LAUSD Administrator preparation programs and universities that prepare leaders for the administrative roles in the district use the CPSEL to prepare leaders. This recommendation would address this current disconnect.

Comment on diverging perspectives: There was general concern that (a) the Administrator Evaluation recommendations came late in the TETF process and (b) corresponding recommendations were not made as to how, for instance, administrators would receive support in addressing developmental needs. These recommendations need more discussion and administrator-focused recommendations should be developed for the other areas (similar to ones in this report that focus on teachers).

Recommendation 2: Modify administrator evaluation process to include multiple components that demonstrate level of attainment of standards.

These multiple components should include the following –

- a. For walk-throughs and observations of administrators (e.g., of school, of principal-led meetings with parents, community, students), the process should include the following:
 - i. Maintain primary role for direct supervisors (Directors).
 - ii. Create a role for peers to observe and offer feedback.
- b. Teacher and Staff Feedback: Collected through surveys (possibly at different points throughout the year) with questions developed based on the standards that fit with their perspective.
- c. Parent and Student Feedback: Collected through surveys (possibly at different points throughout the year) with questions developed based on the standards that fit with their perspective.
- d. Student Outcome Data.

Comment on diverging perspectives: TETF members were divided on how this feedback should be viewed. One option proposed is to create a cadre of trained Principal Peer Evaluators whose feedback would be explicitly evaluative. Another option is to structure those visits/observations as feedback and information only, more of a mentoring relationship. Further, members did not come to consensus on how to ‘use’ student outcomes data in the evaluation of principals – as information or as a weighted part of the evaluation.

Recommendation 3: Use additional rating levels to make the form and process more developmental and to acknowledge that there are different levels of performance.

The current form only has two rating choices for each of the six *Areas of Evaluation* (Communication, Dimensions, Decision-Making Dimensions, Interpersonal Dimensions, Personal Dimensions, Punctuality and Attendance): ‘Meets Standard Performance’ or ‘Below Performance.’ Also, there are only two

rating options for the *Overall Evaluation*: ‘Meets Standard Performance’ or ‘Below Standard Performance.’

Recommendation 4: Develop a rubric to create common language and understanding of what each standard “looks like.”

Recommendation 5: Implement evaluation process for Local District Administrators using a similar approach that incorporates feedback from all stakeholders (parents, students, administrators, teachers, etc).

Recommendations for the teacher evaluation and now for the school site administrator evaluation processes are based on a 360 degree feedback concept, which could be used as the template for developing Local District Administrator evaluations as well.

Differentiated Compensation

Recommendation 1: Develop career pathways that promote effective teachers and effective teaching.

- a. After the induction phase of a teacher’s career, teachers should select from among a number of career pathways.
- b. Career pathways should include preparation for teacher leader roles, which may include, but would not necessarily be limited to becoming a content expert, becoming a behavioral management expert, mentoring novice teachers, coaching fellow teachers, school-wide professional development, and/or acting as a peer reviewers in the evaluation process. It should also include preparation for becoming a counselor, an administrator or the like.
- c. Career pathways should build our schools’ distributed leadership capacity.
- d. All teachers will pursue continuous learning and development; nonetheless, the decision to pursue promotion as a teacher leader or the like should be optional.
- e. Promotion into a teacher leader role (and, potentially, into an administrative role) should be linked to demonstration of being a effective teacher (to align with the evaluation subcommittee’s recommendations) and completion of other requirements (e.g., a set of well aligned courses).
- f. Teacher leader roles should keep effective teachers in the classroom for the majority of the school day, while extending the impact of these effective teachers to other teachers in their schools and in the district.
- g. Becoming a teacher leader should be a considerable promotion with substantive increases in responsibility and compensation (possibly through base salary increases and/or through an extended work year).

Recommendation 2: Restructure professional development incentives in a way that advances effective teaching and benefits students.

- a. A teacher’s individual growth plan should follow from his/her evaluation (including self-evaluation, peer evaluation, administrator evaluation, and other measures) and the cumulative needs identified amongst the teaching staff at his/her school, in his/her grade and/or in his/her subject matter.

- b. A teacher's individual growth plan should be developed in collaboration with that teacher's supervising administrator and relevant teacher leader(s).
- c. Professional development should...
 - i. align with student, teacher and school needs,
 - ii. center on the actual curriculum and the real day-to-day needs of the teacher,
 - iii. incorporate active learning,
 - iv. involve similarly situated teachers (same grade, same department, or same school),
 - v. be long enough and comprehensive enough to have real impact on instruction,
 - vi. include follow-up coaching to support implementation,
 - vii. be grounded in an ongoing analysis of student performance data (summative and formative),
 - viii. directly effect the classroom, and
 - ix. be evaluated for quality and effectiveness.
- d. Teachers should engage in professional development throughout their careers. Likewise, incentives for professional development should extend throughout an educator's career as long the professional development directly benefits students.

Recommendation 3: Create incentives and conditions that attract effective teachers to and retain effective teachers in high needs schools and/or positions.

- a. Teachers with proven effectiveness in working with high needs students should receive substantive financial incentives to teach in high needs schools and/or in high needs positions.
- b. As long as they continue to be effective, conditions should support the retention of such teachers in their schools and positions:
 - i. To ensure consistency for high needs schools and students, such teachers should be protected from seniority based layoffs and 'bumping' as long as such teachers continue to provide effective teaching (to align with the evaluation subcommittee's recommendations).
 - ii. As appropriate and feasible, such teachers should have additional preparation time, collaborative time with fellow teachers, and the like in order to support their effectiveness in the classroom.
 - iii. Investments and systems should be included to support positive working conditions which should include, but not be limited to the following:
 - 1. Sufficient resources to implement curriculum;
 - 2. A safe working environment;
 - 3. Strong, collaborative and committed leadership with incentives in place to support leadership stability; and
 - 4. A positive school culture.

Comment on diverging perspectives:
Some TETF members did not support the idea of abrogating seniority rights.

Recommendation 4: Explore the use of direct financial rewards for effective teaching if and only if it is done in concert with recommendations 1 thru 3.

- a. LAUSD could consider a pilot program where a whole school or a group of teachers within a school (e.g., a grade level team at an elementary school) are eligible for a direct financial reward as a result of meeting certain learning outcomes with their students.
- b. Financial rewards should be based on multiple measures (e.g., not just CST scores).
- c. Such pilots should NOT diminish funds that could otherwise be used for general teacher compensation or other school improvement efforts.
- d. Such pilots should NOT put one teacher or group of teachers in competition with another. Instead, rewards should be ‘criterion-referenced.’ In other words, teachers would be rewarded for reaching a pre-determined and well understood set of targets.
- e. If a pilot is implemented, a neutral third-party evaluator should assess the effectiveness of these efforts both in terms of advancing student learning, as well in terms of impact on school culture.

Comment on diverging perspectives:

While most TETF members were open to a pilot that meets these criteria, some TETF members did not support the idea of tying pay directly to student outcomes. Still others thought these recommendations were too timid, and that we should explore performance pay more aggressively.

Tenure Recommendations

Recommendation 1: The tenure decision should be a deliberate action, rather than a default result.

- a. The tenure process should require active participation by the school site administrator(s).
- b. The tenure process should be based on a valid and revamped evaluation process.

Recommendation 2: Create a tenure decision window of at least 2 years and up to the initial 4 years of an employee’s probationary period.

- a. Change the time-frame for Tenure Decisions from a fixed 2-year period to a 2-4 year window, where every year a decision is made to:
 - i. Grant permanent status
 - ii. Non-re-elect
 - iii. Continue for another year in probationary status
- b. At year 4, any employee still in probationary status would either be:
 - i. Granted permanent status.
 - ii. Non-re-elected.

Recommendation 3: Move the tenure decision point from the current March 15th deadline to the end of the school year.

This will allow time for a fuller examination of status for the tenure decision, rather than the current situation which only allows a portion of the second year to elapse prior to the decision on tenure.

Recommendation 4: Streamline the dismissal process for tenured employees without abrogating due process provisions.

The sub-committee felt that by addressing some issues with the implementation of the tenured employee dismissal process, the district can make tenure a lower stakes decision point.

Recommendation 5: Implement recurring re-examination of tenured teachers for progression along their respective career paths.

- a. This should be based on 360 degree evaluation and a body of work in pursuit of a defined career pathway.
- b. There should be a higher threshold than the initial “tenure” period.
- c. There should be differentiated outcome of this re-examination period:
 - i. Increase reward/responsibility level based on career development in chosen pathway.
 - ii. Continue with status-quo – reaffirm tenure/permanency – keep developing in career pathway.
 - iii. Put back in probationary status if not attaining necessary growth and development in career pathway.

Comment on diverging perspectives:
Some TETF members did not support the idea of removing the permanent status of employees.

(Aligns with Recommendation 1 from Differentiated Compensation Sub-Committee).

Recommendation 6: Use non-re-election data to inform recruitment and selection methods and decisions.

Examine data on the recruitment sources and hiring decision/process for those employees who are non-re-elected to improve future selection decisions.

Support Mechanisms

Recommendation 1: Develop and support teacher leaders.

- a. Establish a collaborative (minimally to include representatives of the District, AALA, & UTLA) to develop criteria to identify teacher leaders such as the ability to demonstrate excellence in teaching, to contribute positively and constructively to a school’s vision and improvement strategy, and to engage others to move towards the vision.
- b. Identify and utilize roles such as department chair, SLC lead teacher, coach, Chapter Chair, coordinator, grade level chair, consulting teacher, facilitator (e.g., site Learning Team facilitators), and support provider as opportunities to function as a leader.
- c. Create a structure where distinguished teachers assume the responsibility to effectively support their peers in areas such as induction experiences for novice teachers, working with teachers to improve their practice, modeling and demonstration of exemplary practices, and designing professional development that advances student learning.
- d. Utilize teacher leadership experiences as necessary components of National Board Certification, teacher leader certification programs, and administrative readiness.
- e. Provide differentiated recognition and/or compensation to those who demonstrate leadership with evidence and accountability. (Supports Recommendation 1 from Differentiated Compensation).

- f. Partner with universities, state and federal agencies, National Board for Professional Teaching Standards, other professional/educational entities, and/or other local agencies to coordinate teacher leader development.

Recommendation 2: Require intensive instructional support for every novice (probationary) teacher during the induction phase of their LAUSD teaching career aligned to evaluation.

- a. Required in year one for every novice (probationary) teacher.
- b. Guided by common standards for effective teaching (e.g., California Standards for the Teaching Profession) and the continuum of teacher development.
- c. Provided by administrators and peers identified as effective teachers.
- d. Differentiated, based on each novice (probationary) teacher's needs.
- e. Following intensive support, a joint panel of administrator and teacher representatives (e.g. PAR Panel) share findings with the evaluating administrator regarding the novice (probationary) teacher's participation in the program. (Supports Recommendation 1 from Tenure).

Recommendation 3: Implement a seamless, common structure aligned to evaluation to support teachers once tenured.

- a. Establish and provide support services and opportunities for teachers to develop in the career paths they choose. (Supports Recommendation 1 from Differentiated Compensation).
- b. Continue to offer support to positively evaluated teachers volunteering for assistance to reflect and improve on their current practice.
- c. Continue mandated peer assistance for classroom teachers who receive overall below standard evaluations.
- d. Refer teachers for intervention services based on identified instructional areas in need of improvement as indicated on the evaluation.
- e. Establish a process for school site teacher leaders to refer peers for intervention services.

Recommendation 4: Institute a comprehensive, coordinated, and accessible professional growth structure aligned to clear standards of practice (e.g., California Standards for the Teaching Profession) to support effective teaching.

- a. Advances District initiatives and career paths. (Supports Recommendation 2 from Differentiated Compensation).
- b. Addresses evaluation needs. (Supports Recommendation 4 from Evaluation & Recommendation 2 from Differentiated Compensation).
- c. Offers multiple approaches such as carefully crafted online modules/classes, face to face sessions, action research, conferences, seminars, institutes, and locally developed and implemented professional development based on school site data.
- d. Professional development must address key elements found in documents such as the Quality of Teaching and Learning Rubric, California Standards for the Teaching Profession, and the National Staff Development Council Standards while:

- i. explicitly embedding and addressing supports for Special Education, Positive Behavior Support, Culturally Relevant and Responsive Education, asset building with students and families (working with families) and academic scaffolds for English learners);
- ii. engaging participants at a high level of intensity connecting to participants' prior knowledge and experience while focusing on student achievement;
- iii. analyzing the research on how the training topic supports student achievement to build background knowledge and application of training topic and to address teaching for understanding and diversity;
- iv. providing demonstration and modeling of the strategy with high levels of participant engagement;
- v. providing opportunities for frequent and structured dialogue with colleagues with time to plan and determine how new learning will improve student achievement in classrooms and at school sites; and,
- vi. allowing for time to plan and determine how participants will obtain feedback on implementation (e.g., job-embedded coaching and reflection).

(Supports recommendation 2 of Differentiated Compensation Subcommittee).

- e. Frontload the school year with targeted professional development prior to the first day of instruction (similar to the Ten Schools model) to guide the instructional focus for the year based on school site data.

Recommendation 5: Strengthen voluntary and involuntary exit processes.

- a. Establish an Alternative Career Liaison to assist teachers who are considering a career change and provide counseling/resources for voluntary retirement or resignation.
- b. Analyze multiple sources of teacher behavior data for predictors of persistent poor performance in an effort to develop a more sensitive early warning system to provide support and resources for corrective action and/or alternative exit strategies.
- c. Utilize the recommendations of the PAR joint governance Panel regarding findings on the mandatory participants' participation in the program to assist with determining appropriate next steps or exit strategies.
- d. Activate the dismissal process for those unable to improve after intensive intervention (Supports Recommendation 3 from Evaluation).

Legislative

Recommendation 1: Develop a five-year Legislative Action Plan to fund California schools competitively.

The Governor and the State Legislature should pass a 5-year Legislative Action plan to have California continually rank amongst the top states in per-pupil funding. The action plan would set funding level targets and enabling funding changes to assure that in a 5-year period, California school districts have a competitive base of funding as compared to all other states. Currently California ranks approximately

49th in per pupil funding, and this new California Master Plan for Competitive funding will drive the goals to assure academic success for all students.

Recommendation 2: The Commission on Professional Competence should be eliminated or amended.

- a. Ideally, legislation should seek to eliminate the Commission on Professional Competence.
- b. Alternatively, legislation should make the decisions coming from the Commission on Professional Competence advisory with the School Board making the final decision.
- c. Further, panel composition should be adjusted to include other key stakeholders, including parents and community members.

Comment on diverging perspectives:

The notion of eliminating the Commission on Professional Competence was not supported by all TETF members.

Recommendation 3: The probation period should be extended.

Expand the probationary period from the current two years to four years. Further, extend the decision deadline from March 15 to the end of the school year.

Recommendation 4: Revise layoff criteria to include quality measures, and high needs schools and positions.

- a. The law should allow employee quality indicators, as potentially measured by a future evaluation system (which would include input from students, parents, expert teachers and administrators), to be used as a criterion in layoffs alongside seniority. As an example, if a future evaluation system can identify all elementary teachers on a spectrum from least to most effective, then by seniority we could proceed with a layoff of the least senior ineffective teachers.
- b. School districts should be permitted to skip teachers at certain underserved school sites or high needs positions in order to attract and retain qualified teachers in low performing and high needs schools/positions. Similarly, school districts should be permitted to consider school needs in layoff decisions, such as the potential impact of losing most members of a particular department, or losing a teacher with special skills or training.

Recommendation 5: The permanent teacher hearing process in the case of layoffs should be amended.

Amend the existing Education Code to allow districts and unions to amend the Hearing procedures to limit the number of employees in attendance to 75 or less in school districts with an ADA over 400,000.

Recommendation 6: Amend the existing law to allow evidence of successful passage of the PRAXIS or other deemed equivalent examination to substitute for the California Subject Examination for Teachers (CSET).

Allowing the PRAXIS to substitute for the CSET would ensure that teaching candidates who can be effective with students will not be unnecessarily screened out.

Comment on diverging perspectives: This recommendation was not supported by all Task Force members.

Note: The TETF also considered a recommendation supporting efforts to implement five fewer days of instruction in an effort to close the budget gap. Ultimately, though, the prevailing perspective was that this does not fit within the overall thrust of the other recommendations or the general purview of the TETF. Further, several TETF members were not supportive of the idea of reducing the number of instructional days.

IV. Next Steps: Realizing the Recommendations of the Task Force

The work of the TETF provides an important step toward ensuring that every child in this District has the opportunity to learn from effective educators. Now, the Superintendent and district staff must take these recommendations, and work toward putting them into practice in partnership with the very stakeholder groups who worked together on this Task Force.

Implementation Goals and Objectives

These recommendations will now guide the implementation of a comprehensive approach to how LAUSD prepares, hires, distributes, supports, retains and promotes our employees. To that end, we have articulated the following overall goal:

Every LAUSD classroom should be led by an effective teacher, and every school should be led by an effective principal and leadership team.

To meet this goal, we recommend that the Superintendent develop a multi-year, multi-phase implementation plan that will pursue the following objectives, with clear and regular targets identified for progress toward the overall goal:

A note on timing: The Superintendent's implementation plan should articulate explicit dates for goals and objectives.

- Starting with a small subset of schools and employees, LAUSD should begin by implementing parts of the revised teacher evaluation system – a standardized and objective teacher evaluation with multiple-measures of effectiveness, including teacher practice and student outcomes.
- Simultaneously, LAUSD should develop a plan to ensure that State Law, Federal Law, Board Policy and LAUSD Collective Bargaining Agreements support LAUSD's certificated employee management and development systems in alignment with the recommendations of the TETF.
- Next, LAUSD should move to implement all elements of the redesigned certificated employee management and development system (evaluation, compensation, support and tenure) in a representative subset of LAUSD schools.
- After making adjustments based upon implementation in a representative subset of schools, LAUSD place all schools under the redesigned certificated employee management and development system.
- Finally, LAUSD should utilize the information gathered from system-wide implementation to identify the number and percentage of effective teachers, and the number and percentage of schools led by effective principals and leadership teams. LAUSD should then set yearly targets

to meet the goal of having an effective teacher in every classroom, and an effective principal and school leadership team in every school.

Key Considerations for Implementation

Task Force members articulated several important considerations for the implementation process:

- **Capacity and resource needs:** TETF members highlighted the need to carefully consider the capacity and resource needs required to effectively plan and implement these recommendations. Such considerations include, but are not limited to funding, Central Office staff capacity to support implementation, competing demands on school administrators and workload levels for teachers.
- **Capacity building and training needs:** TETF members similarly emphasized the need to build the capacity of all employees impacted by these recommendations, and, in that vein, to appropriately train teachers, administrators, teacher leaders, support personnel, central office staff and local district staff as new systems and approaches are rolled out. Further, TETF members highlighted the importance of ensuring that careful attention be given to ensuring that supervisors and others involved in evaluation and support have manageable ‘caseloads’ to be effective in their roles.
- **The importance of choosing the right measures:** As a key component of the employee development system, the TETF zeroed in on the importance of engaging in selecting the ‘right’ set of measures for assessing employee effectiveness. To identify and decide how to utilize those measures, TETF members recommended seeking guidance from the research community and vetting various approaches with key stakeholder groups.
- **Role of site administrators:** While the new approaches proposed distribute leadership to teachers, and create opportunities for student and parent input, TETF members felt it important to carefully consider and articulate the central role of site administrators in the evaluation and development of school site employees.
- **Implementation in phases with a clear timeline for going ‘district-wide’:** TETF members underscored the importance of implementing these recommendations in small subsets of schools to ‘work out the kinks’ and, in some cases, to try out alternative approaches to see what works best, while at the same time ensuring that such efforts were clearly designed to prepare for district-wide implementation.
- **Build on existing infrastructure:** Where possible and appropriate, implementation efforts should build on existing infrastructure, such as programs or initiatives that are already in place that can be aligned to TETF recommendations.
- **Leverage existing expertise:** Both inside LAUSD and in the Greater Los Angeles community, there is expertise that can be leveraged to support implementation. For instance, as we consider how best to use student outcomes to measure teacher effectiveness, we can develop a technical committee of researchers at LAUSD and at universities in the Los Angeles area who would provide methodological advice.

The Ongoing Role of the Task Force

The Teacher Effectiveness Task Force will play a critical and ongoing role in LAUSD's efforts to create a truly world class education for our students.

- **Engaging our key stakeholders:** The TETF includes members of many of our major stakeholder groups in LAUSD. TETF members will engage their constituencies in discussions about these recommendations. As we work toward and begin implementing these recommendations, TETF members will collect feedback from their constituencies and communicate those to staff. Implementation will be an iterative process requiring ongoing feedback and retooling as we work toward policies, systems and processes that achieve the best possible results for our students.
- **Informing and participating in implementation:** Certain TETF members will have a formal role in the implementation process. For instance, our unions will be asked to consider revisions to collective bargaining agreements. Further, some TETF members will be asked to manage and implement certain recommendations. All TETF members will be involved in advising staff on the implementation process and providing ongoing feedback as we phase these recommendations in to our daily practice.
- **Holding staff accountable for implementation goals and objectives:** TETF members will play a critical role in ensuring that we meet the aforementioned goals and objectives. Over at least the next three years, we intend to hold quarterly TETF meetings to provide updates to and get feedback from Task Force members on the progress of this work.

A Starting Point for Addressing the Effectiveness of All LAUSD Employees

While the TETF recommendations center mostly on teachers and provide some recommendations for administrators, these recommendations and the work that follows from them will serve as a basis for addressing the effectiveness of all of our employees – teachers, administrators, support personnel and classified staff.

V. Appendices

- Appendix A.** *Quality Leadership and Teaching to Ensure a World Class Education for All*
- Appendix B.** Sub-Committee Membership
- Appendix C.** Works Cited and Works Reviewed
- Appendix D.** Letter from the Los Angeles Education Research Consortium
- Appendix E.** Comments from TETF Constituencies and Members

Appendix A. *Quality Leadership and Teaching to Ensure a World Class Education for All*

FLORES AGUILAR, GARCIA, VLADOVIC

(Introduced on April 28, 2009; Board Vote on April 28, 2009)

Whereas, The Board of Education is responsible for ensuring that children educated in the Los Angeles Unified School District graduate college prepared and career ready;

Whereas, In order for the LAUSD to become a district where all students graduate from high school with a meaningful education, there must be quality teachers and principals in every pre-kindergarten through 12th grade classroom and school, respectively;

Whereas, Principals as collaborative leaders are essential to the success of their schools; additionally, they are the instructional leaders responsible for inspiring teachers, classified staff, students, parents, and the community;

Whereas, Teachers are the drivers of high achievement and the providers of a quality education for all students;

Whereas, The “Leader of Leaders Program” and “Teach LAUSD Campaign” resolutions – part of a reform package passed by the Board in July of 2007 – recognizes the importance of attracting, training, and retaining highly qualified principals and teachers;

Whereas, It is not enough to attract and retain good teachers and leadership; the District must also ensure their continued professional growth and support to become the best they can be, thereby facilitating a richer educational environment for student success;

Whereas, Professional development and growth is best measured through a process of goal-setting, benchmarks, evaluation, and accountability;

Whereas, The District currently employs an evaluation process for teachers and administrators that results in a general rating of “Meets Standard Performance” or “Below Standard Performance;”

Whereas, This evaluation process is based on past performance without addressing future improvement methodologies and expectations for achievement; does not recognize exceptional teachers and leaders; and lacks a motivational framework to push oneself to higher levels of performance;

Whereas, Principals and administrators do not all perform evaluations in a standardized manner and must carry out the evaluation process with limited resources and assistance;

Whereas, A support mechanism can provide quality professional guidance, mentoring, and clearly defined step-by-step procedures, ensuring timely, accurate, and appropriate preparation and achievement of the evaluation of teachers and administrators;

Whereas, A properly performed evaluation involves the planning, participation, and commitment of the principal and teacher, as well as the school community; ensuring that the process is standardized, objective, impartial, and meaningful;

Whereas, A robust evaluation process can help ensure that every student has an outstanding teacher and administrator working to meet their needs;

Whereas, An effective evaluation process can strengthen and enhance the teacher-principal relationship, union affiliation, and teacher-student involvement, by establishing measurable learning outcomes that can have a positive impact on overall student achievement and lead to a higher level of student learning;

Whereas, Federal Stimulus Funds are being awarded in “exchange for a commitment to advance essential education reforms to benefit students,” including increased teacher effectiveness;

Whereas, A second round of Stimulus funding is contingent upon showing progress in implementing reform, and will require states to provide data on their teacher evaluation systems, among other measures;

Whereas, In announcing the release of Stimulus Funds, U.S. Secretary of Education Arne Duncan stated, “The first step toward real and lasting reform that will ensure our students’ competitiveness begins with absolute transparency and accountability in how we invest our dollars, educate our children, evaluate our teachers, and measure our success;”

Whereas, On April 14, 2009, Board Member Marlene Canter introduced a motion entitled “Ensuring and Supporting Teacher Quality,” with the intent to improve our internal promotion process and provide additional professional development while improving the performance and accountability of our educators;

Whereas, On April 14, 2009, Board Members Marlene Canter and Tamar Galatzan introduced a motion entitled “Teacher Quality: A Call to Legislators,” with the intent to ask our legislators for common sense improvements to what is currently a lengthy, expensive, and ineffective dismissal process, one where students and families do not have a voice; and

Whereas, These two motions highlight the need for a comprehensive and integrated approach in ensuring quality teachers and leaders, themes incorporated within this motion, “Quality Leadership and Teaching to Ensure a World Class Education for All Students;” now, therefore, be it

Resolved, That the Board of Education directs the Superintendent to convene a task force comprised of appropriate District staff (such as Human Resources, Staff Relations, General Counsel, Government Affairs, etc.) labor partners, teachers, administrators, and parent representatives to work collaboratively over the next 180 days to:

- Review and analyze research on Performance Evaluation, and identify best practices to incorporate into the District’s evaluation framework for administrators, teachers, and support personnel (including consideration of components for future improvement methodologies and achievement expectations, as well as a multi-tiered framework);
- Develop recommendations for strengthening and enhancing the process by which administrators, teachers, and support personnel are evaluated, while ensuring that the process is standardized, objective, impartial, and meaningful;

- Develop recommendations for strengthening and enhancing support mechanisms to provide quality professional guidance, mentoring, and clearly defined step-by-step procedures for evaluation;
- Develop recommendations for ensuring the granting of tenure is a deliberate and merited process, based on performance evaluations;
- Develop recommendations and a legislative plan for areas that require changes to California law (such as bumping, seniority, dismissal, etc.);
- Develop recommendations and criteria for incentive pay;

Resolved further, That the Superintendent report to the Board on a monthly basis to share progress made by the task force in accomplishing this scope of work;

Resolved further, That if sufficient progress is not made by the task force in a timely manner, and/or if the work of the task force stalls due to an unwillingness to collaborate or move the work forward, the Superintendent is directed to assume the responsibilities of the task force to ensure the work is completed; and be it finally

Resolved, That the Superintendent report to the Board in 180 days with a strategic plan for maximizing principal and teacher quality, as well as any resources required for implementation (including identification of potential sources of funding).

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
Ms. Canter	X			
Ms. Korenstein		X		
Ms. LaMotte		X		
Dr. Vladovic	X			
Ms. Galatzan		X		
Ms. Flores Aguilar	X			
Ms. Garcia	X			
TOTAL	4	3		

ACTION: ADOPTED AS AMENDED

Appendix B. Sub-Committee Members**Evaluation Sub-committee**

Facilitator: John Bowes Assistant Chief Human Resources Officer, Office of Staff Relations

- Ruth Bautista, District English Learner Advisory Committee
- Pamela Burga, Director of Policy, Office of School Board Member Tamar Galatzan
- David Carr, Green Dot Public Schools
- Kate Farrar, Director of Alumni Affairs, Teach For America
- Mike Gibson, United Teachers Los Angeles
- Susan Hamilburg, Teacher, Canyon Charter
- Laura Hernandez-Flores, MLA Partner Schools
- Mary Johnson, Parent Collaborative
- Julie Kane, UCLA IMPACT: Urban Teacher Residency
- Eric Lee, President/Chairman, Southern Christian Leadership Conference - LA
- Mike McGalliard, President & CEO, MLA Partner Schools
- Shane McCloud, Public Participant
- Maria Morter, District Advisory Council
- Judith Perez, President, Associated Administrators of Los Angeles (AALA)
- Ray Reisler, Executive Director, S. Mark Taper Foundation
- Virginia Rios, Parent, Parent Collaborative
- Bill Ring, Parent Collaborative
- James Rosser, President, California State University - Los Angeles
- Ron Solorzano, Chair, Education Department, Occidental College
- Martha Suarez, District English Learner Advisory Committee
- Dan Weisberg, Vice President, The New Teacher Project
- Jess Womack, National Health Foundation

Differentiated Compensation Sub-Committee

Facilitator: Vivian Ekchian, Chief Human Resources Officer

- Victoria Marino, Specialist, Human Resources, LAUSD
- Dr. Joan Marks, Teacher, Pio Pico Elementary School, LAUSD
- Dr. Tom Stekol, Office of Staff Relations, LAUSD
- Daniel Barnhart, Officer, United Teachers Los Angeles
- Maria Torres-Flores, Principal, Bravo Medical Magnet High School
- Amy Orringer, Director of Strategic Initiatives, MLA Partner Schools

Tenure Sub-committee

Facilitator: Ira Berman, Director, Employee Relations, LAUSD

- Mark Kleger-Heine, COO, Partnership for LA Schools
- Bruce Williams, United Teachers Los Angeles
- Jordan Henry, Teacher/UTLA Chapter Chair, Santee Education Complex

- Antonio Jose Camacho, Principal, 135th St. Elementary School

Support Mechanisms

Facilitator: Marsha Oh-Bilodeau, Coordinator-Peer Assistance and Review (PAR) Program

- Regina Bryant, National Board Certified Teacher-Palms Elementary School, LAUSD
- Ed Burke, Lead Consulting Teacher-Peer Assistance and Review (PAR) Program, LAUSD
- Elizabeth Conroy, Program Coordinator-Los Angeles Area Chamber Of Commerce-Unite-LA
- Felicia Cuesta, Managing Director of Program, Teach for America
- Nancy Franklin, Director, Least Restrictive Environment Programs, LAUSD
- Elaine Kinoshita, Director of School Services, Elementary-Local District 4
- George Lunetta, Consulting Teacher – PAR Program
- Byron Maltez, Interim Local District 4 Superintendent, LAUSD
- Sherry McGillivray, Teacher-Secondary CDS, LAUSD
- Aleeta Powers, BTSA Coordinator-Teacher Development and Support
- Gina Smith-Deville, Administrator-Teacher and Administrator Development Branch & Leadership Academy
- Gregg Solkovits-Secondary Vice-President-United Teachers Los Angeles
- Mary Stepter, National Board Certified Teacher-Monroe High School
- Peggy Taylor-Presley, Director-Teacher Development and Support
- Shelly Tochluk, Chair, Education Department-Mount St. Mary's College
- Douglas Waybright, Director of School Services, Secondary-Local District 3
- Jeraldine Wilson, Consulting Teacher-PAR Program

Legislative Sub Committee

Facilitators: Justo Avila, Human Resources, and Lydia Ramos, Communications

- Juanita Arevalo, Parent
- Marlene Canter, Former LAUSD Board President
- Iris Delgado, Student
- Ruby Delgado, Student
- A.J. Duffy, UTLA President
- Reverend Eric Lee, President & Chairman, Southern Christian Leadership Conference of Greater Los Angeles
- Paul Miller, Teach for America
- Bill Ring, Parent Collaborative
- Elizabeth Saldivar, Parent

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Appendix D. Letter from the Los Angeles Education Research Consortium

April 1, 2010

To Board Members and Superintendent Cortines,

We write on behalf of the Los Angeles Educational Research Consortium to offer our encouragement of the Teacher Effectiveness Task Force's (TETF) efforts to ensure a "highly effective teacher in every classroom and a highly effective leader for every school," and to recommend broad implementation guidelines that we believe will greatly increase the likelihood that the TETF's reforms will have a positive impact on LAUSD students' educational outcomes.

The Los Angeles Educational Research Consortium ("the Consortium") is a new civic institution that seeks to leverage the expertise of education researchers throughout the Los Angeles area to provide systematic evidence that will inform district decision making and teachers' and administrators' work. The Consortium's purpose is to enhance the coherence and rigor of educational research in Los Angeles and translate results into usable knowledge that can help inform district policy and practice.

The Consortium supports the TEFT's focus on teacher effectiveness. It is important to note, however, that there are many ways both to conceptualize and measure "teacher effectiveness." We do know from a number of studies that students can learn considerably more from some teachers than from others.ⁱ Multiple studies have also shown that teacher quality tends to be unequally distributed across schools, with the most disadvantaged students often learning from the least qualified teachers.ⁱⁱ

The Consortium also supports the TEFT's comprehensive approach to improving teacher effectiveness in the district. Like the majority of districts, LAUSD currently has evaluation, support, compensation, and tenure processes that are not as effective as they could be. For example, LAUSD's current teacher evaluation system neither differentiates among teachers of varying levels of "effectiveness" nor does it provide information to teachers to help them improve their practice.ⁱⁱⁱ In addition, the district's teacher support mechanisms are not closely tied to teachers' professional growth needs, even though research indicates that effective professional development should be tightly linked to teachers' specific instructional goals and curricula.^{iv} Although we know far too little about what teacher training is most effective, evidence points toward the conclusion that both pre-service and in-service teacher training nationwide is inconsistent and in many cases ineffective.^v At the same time, research suggests that teacher training that is content-focused, aligned with curriculum, tightly linked to teachers' specific instructional goals and curricula, and sustained for a significant period of time can have an important impact on instructional effectiveness.^{vi} Moreover, LAUSD's compensation system currently rewards teachers almost exclusively based on education and experience, even though most studies indicate that these kinds of characteristics only account for about ten percent of the variability in teachers' effectiveness.^{vii}

The proposals put forth by the TETF recognize these problems, among many others. By establishing the TETF and choosing to implement reforms intended to increase teacher effectiveness, LAUSD has established itself as a pioneer in district reform efforts to improve student learning.

Now that LAUSD has taken these important first steps, it is critical that the district move into the implementation stage with the utmost care. LAUSD has the potential to become a national model for how to reform human capital systems. It is thus incumbent upon the district to develop and evaluate its teacher effectiveness reforms deliberately and systematically, not only to maximize benefits for the students in our district but also to provide an opportunity for other districts nationwide to learn from the LAUSD reforms so that their students, too, can benefit.

We want to emphasize that although researchers know a good deal about existing practices that *do not* work particularly well to improve teacher effectiveness or student outcomes, **we know far less about the best ways that districts can recruit, evaluate, support, distribute, retain, and compensate good teachers.** Most district reform efforts underway across the nation have been implemented in ways that do not readily allow for strong evaluations of the success of these reforms in improving teacher effectiveness or student outcomes. The Consortium urges LAUSD to buck that trend.

We encourage LAUSD to design and implement its teacher effectiveness reforms in ways that will allow it and the broader education community to learn from these reforms, and the Consortium is prepared to assist the TETF to that end. Specifically, we encourage the district to consider the following broad principles in developing and implementing its teacher effectiveness reforms:

1. *Take time to plan.* Although we all recognize the need for change, the lack of strong research evidence about how best to attract strong teachers, measure teacher effectiveness, evaluate teachers, develop better teachers, reward good teaching, and retain the most effective teachers signals a need for deliberate planning to design and implement systems that have the best chance of improving student outcomes in the long run.
2. *Try out different measures of teacher effectiveness before settling on the "right" set of measures.* Although the TETF calls out the need to work with researchers to choose the "right" set of measures to determine employee effectiveness, it is important to remember that agreement is less than universal about the "right" measures to use. We believe LAUSD would be wise to invest the necessary time to pilot a range of potentially useful measures of teacher effectiveness and compare those measures with one another to get a clear sense of their usefulness for teacher development, support, and evaluation.
3. *Include relevant stakeholders in the planning process.* The TETF has included multiple stakeholders' perspectives in the initial proposal. It is imperative that

stakeholders throughout the district, and in particular, teachers and principals, continue to provide input into the reform plan. This will enrich and improve the design of the system by ensuring that on-the-ground knowledge is incorporated into eventual policy decisions, and it will ease implementation of the reforms.

4. *Take advantage of the district's size and diversity to implement "pilot" reforms throughout LAUSD.* It is important that LAUSD plans to test and refine a range of reforms in different sets of schools within LAUSD, so that the district can compare the different systems against one another to determine which produce the best results in terms of teacher development and student growth. The TETF report already raises the possibility of piloting compensation reforms, and we encourage the LAUSD to use the piloting approach more broadly. It is also important to remember to continue with "business as usual" in some schools. "Business as usual" schools that maintain the current systems of evaluation, compensation, and support serve as "control" schools, enabling the district to understand the costs and benefits of its reforms relative to the status quo. These "pilot" implementation and evaluation processes will allow the district to learn from its efforts and will lessen any unforeseen negative consequences of the reforms.
5. *Plan to take the "best" system to scale.* After a careful design and piloting process, the district can implement the structures that produce the best results throughout the district. By scaling up slowly, LAUSD will maximize the positive impacts on student outcomes while minimizing any negative unintended consequences.
6. *Ensure that the necessary conditions are in place to allow the reforms to succeed.* One of the central goals of the TETF's proposals is to provide teachers with meaningful feedback and opportunities for professional growth. In order for this to occur, it is critical that the district maintains and builds the necessary capacity to provide such support to teachers, including sufficient staff and training.
7. *Document the reform process and its short- and long-term outcomes.* LAUSD is uniquely positioned to develop new knowledge about the best ways that districts can increase teacher effectiveness and, as a result, improve student outcomes. In order to learn as much as possible from these reforms and to inform the national debate, it will be important to plan to document the reform process carefully from the outset and ensure that an adequate data infrastructure is in place to track teacher and student progress.

Thank you for your continued effort to improve teaching and learning in LAUSD. We look forward to assisting you as you pursue these important reforms.

Sincerely,

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Appendix E. Comments from TETF Constituencies and Members

Constituency groups (e.g., collective bargaining units) that participated in the TETF and individual members of the TETF were invited to submit comment statements regarding the final TETF recommendations. These comments can be found in alphabetical order in the pages that follow. (Note, also, that we have collected and will continue to collect comments from the public on the TETF website as part of our ongoing efforts to engage all stakeholders in this process).

Teacher and Administrator Evaluation

By Dr. Judith Perez, AALA President

March 30, 2010

One area in which the Evaluation Sub-Committee has been unable to reach consensus during our five months of work is who should be responsible for the evaluation of teachers and principals. While some committee members believe evaluation should be shared among a variety of school constituencies, AALA's view is that a single individual must be held accountable for the evaluation of each of these District employees. In the case of teachers, that individual is the principal; in the case of principals, that individual is the local district superintendent.

Principals are responsible for the supervision of instruction, the framework for the work of the school. Teacher evaluation is one component of supervision of instruction, which also includes student learning, professional development and school culture. Local district superintendents are responsible for the quality of the schools under their purview.

Local district superintendents are in a line reporting relationship with principals; principals are in a line relationship with teachers. What is the significance of the line relationship? Evaluation is a contractual issue. Article VII of the AALA/LAUSD Contract (p. 14) addresses performance evaluation and professional development, as follows:

The purposes of these procedures are to improve performance through the evaluation process, promote accountability, and encourage professional growth in order to improve the quality of educational services provided by the employee. They are also meant to provide reasonable assistance to employees whose performance is less than satisfactory.

Only those with line authority have the ability to direct and supervise improvements in professional performance, provide consistent assistance and guidance, ensure directives are carried out and, where appropriate, implement discipline. Evaluation is a serious matter for everyone involved, requiring objectivity, sensitivity and fairness. The education of students is at stake, as is the quality of the school. The careers of employees and their livelihoods are linked to an effective evaluation, lending further weight to the importance of accountability in evaluation.

At the same time, AALA believes that teachers, parents and students play an important role in providing feedback to teachers and administrators regarding their performance. For example, teams of teachers working collaboratively may assess the success of a project they are working on together. They may provide support to colleagues, help peers design team or individual growth plans, design and carry out professional development for colleagues and evaluate its effectiveness.

Teachers may assess the effectiveness of their principals' communication, collaboration and distribution of resources. Parents may offer feedback to their children's teachers and school administrators on a variety of topics. Students may give teachers and administrators feedback about their learning experiences and school environment. Feedback can be provided in numerous ways, such as through surveys, open-ended questions and facilitated conversations.

To be clear, AALA strongly opposes assigning such feedback an arbitrary percentage value of individual employees' performance evaluations. Doing so would dilute accountability and would conflict with the AALA contract. Nevertheless, we do believe that the voices of teachers, parents and students are invaluable for the improvement of schools. Collaboration among stakeholders is essential. We look forward to the implementation phase of the Teacher Effectiveness Taskforce and further discussions about the evaluation process in the coming months.

To: LAUSD Board of Education

From: Susan Hamilburg, TETF member, teacher

Date: March 26, 2010

As a teacher at Canyon Charter Elementary School, one of the first affiliated charter schools in California, and a member of the Task Force, I strongly endorse this report.

Teachers have many jobs, but first and foremost, we need to improve student achievement and to provide students with tools to succeed in school and in life. I served on the Evaluation sub-committee and I know how hard we tried to keep these goals in mind as we wrote these recommendations. There are many remaining questions about their implementation, but I am confident that they will be thoroughly and fairly addressed, and I look forward to being part of this on-going process.

Good teaching is easy to recognize, but hard to quantify. It is hard, but not impossible. If our goal is to provide the best possible teacher for every student, it is vital that we figure out how to do this. There are many precedents in other school districts and other states that we can consider as models and adapt for own needs and students.

I do have a few areas of particular concern.

- While I agree with adopting the 360 degree evaluation model of teachers and principals, we have to be certain that these stakeholders are well trained, the evaluation tools, e.g. surveys, etc., are fair and equitable, and that we carefully consider how much weight to assign each group's input.
- The appropriate use of CST scores to evaluate teachers is one area that will be challenging as we move towards implementation. Throughout the process of writing the recommendations, the entire Task Force and the Evaluation sub-committee were absolutely unequivocal in their resolve that, if these scores are to be used, they would be only one of the multiple measures considered as student outcomes.
- As we re-vamp teacher and principal evaluations, we must strive to streamline and simplify this process as much as possible. We don't want to create a nightmare of paperwork and bureaucracy.

In conclusion, I have to praise Ted Mitchell and the LAUSD staffers, Drew Furedi and Noah Bookman, for always keeping us on track and inspired.

This report is just the beginning of a difficult, but essential process. It is, however, a very good start.

Comments on Draft Recommendations of the Teacher Effectiveness Task Force
March 25, 2010
Bill Ring, TransParent®

Note: These are my personal comments. Although I was invited to the Task Force as a member of the LAUSD Parent Collaborative, I am not speaking here on behalf of the Collaborative but rather as a long-time parent advocate and voice for the participation of parents as partners in planning, policy and practice in public education.

I have deeply appreciated the opportunity to participate on the Teacher Effectiveness Task Force (TETF) and to share in discussions in the legislative and evaluation subcommittees. Most of my time and energy was invested in the legislative committee although I held (and continue to hold) significant interest in the matter of professional evaluations.

I am generally in support of the recommendations but would like to be explicit in commenting upon the following:

The discussion regarding a protocol and benchmarks for the evaluation of administrators was generated rather late in the process and deserves more thoughtful discussion and examination of research. In addition to any effort to develop tools and systems to assist in the evaluation of teachers and leaders, I would like to see an effort to professionalize the process of evaluating schools including an innovative approach to inspecting and reporting on schools (think the old program quality review [EPQR] process but cross it with Stephen Blake's notion of a school inspectorate team, and include parents in the process). This idea has also been reviewed by the U.S. Dept. of Education and has been considered in an examination of general and technical assessment tools to be used by those states which are successful in qualifying for Race To The Top.

As to teacher tenure, I am less certain about a 4 year window to tenure than I am about the need for a process to better evaluate when a teacher is qualified to be considered for tenure.

One recommendation that I made to the legislative subcommittee at the outset of this task force was to examine the requirement in the Educational Employment Relations Act in California. This deals with the "sunshining" of collective bargaining proposals once they have been made public at school board meetings. In my opinion, LAUSD in no way complies with the spirit of this legislation. My hope is to have public conversations about what is best for students (before contracts are approved and promises are made) to avoid the damage that is currently being done to relationships within our school communities.

As a general comment, I would like to close with the suggestion that if we are serious about giving schools increasing autonomy we must address the need to build capacity at our schools so they learn how to improve. Parents have a role in meeting this challenge and I would like to see support for their role in evaluating teacher & school performance.



Official Comment on the Final Report of the Los Angeles Unified School District Teacher Effectiveness Task Force

March 30, 2010

Dr. Martin Luther King, Jr.
Founder

**Southern Christian
Leadership Conference
of Greater Los Angeles**

Rev. Eric P. Lee
President / CEO
CA State President

SCLC Board of Directors
Reginald Byron Jones-Sawyer, Sr.
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Danny Bakewell, Jr.
Rev. Louis Chase
Dr. Janet Clark
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The dialogue regarding Teacher Effectiveness is encouraging in this environment of change, but more than change, we need to transform the entire system of education. Change is not explicit enough nor does it convey the deep rooted systemic transformation that needs to take place to ensure our children receive the quality of education that prepares them to be successful in this ever-competitive global society. Change could be nothing more than putting new wine in old wine skins, causing the old wine skins to eventually fall apart. We need a new wine skin, a new infrastructure, a new system to experience true transformation.

The recent "Public Choice Option" and the "Race to the Top" legislation have forced the type of transformation that is long overdue. The Public Choice Option served notice upon educational institutions, including the teachers union, district administrators, teachers, parents and principals that "doing the same thing over and over again and expecting different results" is insanity. Race to the Top legislation put teeth to accountability in a system that has avoided accountability for the failure of generation after generation of Black and Latino children. But legislation without the will of the people to carry out the transformative policies so desperately needed will doom us to Albert Einstein's definition of insanity.

There are three core transformative actions that must take place to cure the dismal quality of education: Teacher Effectiveness, Parent/Community Participation, and Culturally Relevant Curriculum. There are other actions that must also accompany the three listed but these are the cornerstones and foundation to creating an educational environment that is conducive to providing our children with a first class education.

Teacher Effectiveness is the most critical component in providing a quality education. The question is how to measure teacher effectiveness? The current process for measuring teacher effectiveness requires observation by an administrator and then a rating of either *meets standards* or *below standards*. This does not allow for the identification of exceptional teachers, nor of the teachers in need of professional development to improve their techniques. Additionally, teachers are tenured after only two years (actually 18 months), which is not enough time to determine effectiveness in educating children. And, there is the question of whether we correlate the teacher's performance to the student's performance, which with the proper tools should be the best indicator of teacher effectiveness. A new wine skin needs to be created for evaluating teachers, increasing tenure to five years and correlating the teacher's performance to consumer satisfaction (children's improvement).

The failure to effectively evaluate and rate a teacher's performance, along with a teacher's ability to transfer to another school after their second year creates a revolving door of inexperienced teachers in inner city schools. Inner city schools have become the "training ground" for teachers seeking to transfer to environments more conducive for providing a quality education. It is impossible to provide Black and Latino children with an equitable quality of education compared to their white counterparts.

Inner city schools have become a depository for a disproportionate amount of first and second year teachers, and also of teachers that have been evaluated as *below standards* in their performance. This situation, if allowed to continue, causes public education to move backwards to the Jim Crow era of segregated and unequal schools before the Brown vs. Board of Education Supreme Court decision.

Parent/Community participation is critical in the success of transforming education. Parents must be partners in the process and engage the teachers, administrators, counselors, pastors, and community based organizations to provide feedback about how best to engage our children. This process should be integrated into the evaluation process for teachers. While its easy to say that parents need to be more involved in their child's education, parents are working longer hours for less and are oftentimes not available to monitor their children during the critical afterschool hours that homework should be completed. The entire community must recognize our collective responsibility to emphasize the importance of education for our children and make ourselves available to provide input and feedback in the areas of homework completion, the need for tutoring, and most importantly guidance in meeting the needs of the children.

Culturally Relevant Curriculum is closely tied to Teacher Effectiveness because it requires a teacher's commitment to understanding the historical and cultural perspective of the child's existence, and then the willingness and ability to deliver the curriculum with pedagogy that positively affirms the child's existence within the curriculum. The inability to make the curriculum culturally relevant will perpetuate the decade's long practice of presenting African Americans and other people of color as a "footnote" in American history. Consequently, teachers must be required to complete a certificated class (or series of classes) on Culturally Relevant Pedagogy.

Our children deserve better than putting new wine in old wine skins. In order to truly transform education and prepare the next generation, lets break the pattern of insanity and get new wine skins for the new wine of public school transformation by establishing a process of effectively evaluating, developing and nurturing our teachers.

Very Best Regards

A handwritten signature in black ink, appearing to read "Eric P. Lee".

Rev. Eric P. Lee
President/CEO
SCLC of Greater Los Angeles
CA State President

Comments from Dr. Ronald W. Solórzano, Professor and Chair of the Department of Education at Occidental College:

- Value-added models need to be examined relative to past gain score performance and the nature of the outcome variable (i.e., test). Specifically, some research suggests that past gain scores cannot establish a causal connection to the teacher without strict research designs (e.g., random assignments). This research suggests that the current gain score idea we're thinking about also has this potential problem. Therefore to link student performance to these scores may not be appropriate especially in high stakes decision making. Further, the issue of "vertical scaling" of the outcome variable (e.g., test) can be problematic. That is, for example, if we use the CST (or any other content standard test) we need to establish the congruence of each grade level's year's coverage and the difficulty relative to other years. I think LAUSD staff has raised the issue that the current CST does not have this vertical equivalence from 3rd grade to 4th grade for example.
- We need to determine how primary and secondary teachers who teach in areas not covered by the value-added outcome variable will be assessed.
- We need to evaluate how the use of test scores to determine teacher salaries will impact the collaborative efforts at the school site (e.g., team teaching).
- We need to determine whether the outcome variable (i.e., test) was developed for the multiple purposes for which we plan on using them (e.g., teacher evaluation, student progress, program/school evaluation).
- We need to establish a technical advisory committee to address the issues of test use relative to the value-added model.

Official Comment on the Final Report of the Los Angeles Unified School District Teacher Effectiveness Task Force

March 25, 2010

The New Teacher Project was pleased to be part of the Teacher Effectiveness Task Force. We commend the task force for producing a set of common-sense recommendations that align with national best practices and, if implemented with integrity, will help ensure that every student in Los Angeles learns from great teachers. Nothing LAUSD can do for its students matters more.

These recommendations are also long overdue. Many address outdated policies that have remained in place despite their obvious negative effects on teachers and students. For example, a study we released last year identified serious weaknesses in LAUSD's teacher evaluation system, which rates just 1 percent of teachers "below standard" and fails to help hard-working teachers improve or recognize truly outstanding teachers. Over the last year, several media outlets have revealed a lack of rigor in LAUSD's tenure process and the near impossibility of removing ineffective teachers from the classroom after they earn tenure. Quality-blind, seniority-based layoff rules remain in place even though they have cost schools across the city some of their best teachers over the last several years. All of these problems have been allowed to linger for far too long.

The task force's recommendations provide LAUSD with concrete, actionable solutions. A strengthened teacher evaluation system tied to student learning outcomes will give teachers honest feedback about their job performance that will help them grow as professionals. A differentiated compensation system and new career paths will help schools reward and retain their most talented teachers. A restructured tenure process will ensure that novice teachers receive the support they need to build successful careers, and that the privilege of tenure is awarded only to those who have truly earned it. The task force's proposed legislative changes would streamline the dismissal process for teachers who consistently struggle to help students learn despite receiving support, and would allow schools to protect their best teachers when layoffs become necessary in tough economic times.

TNTP appreciates the task force's recognition that "no single aspect of these recommendations 'works on its own.'" Piecemeal changes will not be enough; only a comprehensive reform plan and a sharp focus on effective teaching can put a great teacher in every LAUSD classroom.

The task force has drawn a clear roadmap for comprehensive reform. Its recommendations are the result of six months of conversations that included teachers, principals, parents, and other key stakeholders from across the city. Now it is time to act. LAUSD needs to do the right thing for students by moving away from outdated policies that ignore the importance of teachers in helping students succeed. The district and the Board of Education must find the courage to faithfully implement the task force's recommendations, even where there was some disagreement among task force members.

Given the state's ongoing fiscal crisis, the district and the board should start by taking up the task force's call to reform the state law that prohibits schools from factoring teacher effectiveness into layoff decisions. Board members, Superintendent Cortines and Mayor Villaraigosa should send an open letter to key lawmakers explaining how layoffs will drive away some of LAUSD's best teachers – many of whom work in the city's poorest neighborhoods – unless the law is changed immediately.

This reform and the others the task force has recommended will not always come easily, but they will create a brighter future for generations of Los Angeles children.

To: Members of the Board of Education,
Los Angeles Unified School District and
Superintendent, Ramon Cortines

From: Jess Womack,
Member of Teacher Effectiveness Task Force

Re: Public Comments

Board Members and Mr. Superintendent, as a member of the Task Force and as a former member of the LAUSD Office of the General Counsel, I was pleased to be asked by the Superintendent to serve on this Task Force and also pleased to have worked with so many people who devoted many hard hours to develop what is admittedly only a starting point for further discussions about this very important issue. I only hope that when further discussions begin and the hard decisions have to be made that members exercise as much respect for differences of opinions and view points as was evidenced in drafting this document. I want to say to the Board and the Superintendent that I was genuinely pleased and surprised by the extent that people set aside their own agendas to focus on the issues at hand.

Capacity to implement a fair evaluation system was an issue that infused much of the concern about our ability to create a fair evaluation system. At core, much of the concern was about whether a fair system could be developed, and when people discussed capacity we often were addressing three separate, but interrelated questions. We used capacity to mean will sufficient training be offered to ensure that those who evaluate teachers and administration have sufficient understanding of the process to do so.

We used capacity to address “span of control” and how many people will an evaluator be required to evaluate. The concern was to vastly improve the situation that now exists where one person sometimes evaluates up to 50 or 100 people. In my opinion, no one can effectively evaluate that many people, and I have serious doubts as to whether anyone can fairly evaluate that many.

Finally, we used capacity to discuss frequency of evaluation, how often would evaluation occur. The general consensus was that once is too little and

four times per year too much. Frequency of evaluation is clearly something to be decided during the implementation stage of the process.

To address the real question of the impact of capacity to implement on the fairness of the process means that at the end of the day, we will have to think and behave very differently, if we are to make an evaluation system work.

To address concerns about the knowledge of the evaluators, it will mean that all who participate in the process, from the principal to the students, should the system mandate such participation, will have to be trained and trained well during the implementation process. And if BTS taught us anything, it is that testing in some type of a pilot model before full implementation is a good idea.

Second, to address span of control, we will have to push the evaluation process further down the chain to lead teachers and department heads which will require not only a culture change but perhaps collective bargaining and legislative changes.

Finally, if we are to move from a process that is viewed largely as a punitive measure to one that is developmental first and punitive as a last resort, we will need to decide how frequently and in what form evaluation takes place.

So in closing, what we have is a first step that has many excellent departure points for further work and development. But whatever we implement in the future, we need to ensure that we have the capacity to implement it because without that, it will fail and it will not be fair.

Appendix D2ii.IV

Fresno Unified Certified Hiring Multiple Measures

Fresno Unified School District
Certificated Hiring Multiple Measures

1. Initial Screening

- a. Teacher Insight Assessment
- b. Transcripts
- c. Resume
- d. Letters of Support
- e. Resume/Experience
- f. Letter of Application
- g. 1:1 interview with Site Selection Team
- h. Student Achievement (for experienced new hires to FUSD)

2. Names To Sites for Hire

- a. Panel interview @ site
- b. CSTP based interview questions
- c. Demonstration lesson (pilot)
- d. Student Achievement (with laterals and promotions)

Appendix D2ii.V

Fresno USD Talent Management System

Talent Management System Overview

Fresno Unified School District

Building great leaders and teachers requires a comprehensive approach to applying the research-based standards we have identified. Our approach to ensuring that these standards are met revolve around a system for talent management in which an enhanced evaluation system built on a common set of standards and competencies, allows us to identify, assess, and address the gaps in leader and teacher performance relative to those standards.

Fresno Unified will build and continuously improve a talent management software system over the next 4 years to evaluate its leaders and teachers against common standards, and use the information from those evaluations to drive its professional development, career path development, succession planning, onboarding, recruiting, and staffing.

Talent Management Approach

Establishing the base

Standards Management Module– The basis of our evaluation of our leaders and teachers will be a common set of standards. We will develop a Standards Management module with the purpose of housing and classifying these standards and then assigning a set of standards to an employee group. This is a foundational module that will allow us to develop the competency ratings that will be used in the Evaluations Module for performance evaluations. Features include:

- Information about each Standard
- Required knowledge, skills, abilities and behaviors backing each Standard
- Competency and Standard rating descriptions to provide consistency in evaluations against standards

Evaluations Module -The purpose of the Evaluations Module in our Talent Management system will be to create and house standards-based evaluations for all District Employees with an emphasis on Leaders and Teachers. Our emphasis in building this module will be two-fold. First, we will build a module that emphasizes the accurate and consistent capture of employee performance relative to the standard that applies to that employee group. The evaluation system will be one that allows for multiple types of evaluations (self, peer, manager), as well as formal and informal evaluations. Quality, calibrated employee performance data is the goal.

Second, we will build the evaluations module as one part of a holistic talent management system with the purpose of using the performance data gathered in the module to drive professional development, succession planning, recruitment and staffing. Some other pieces to this module include:

- A data dashboard to give leaders and teachers immediate access to evaluation results, goal progress, progress against standards, and 360 degree evaluation information, and professional learning activities linked to standards and evaluation questions.
- Performance Journals to be used by the evaluator and evaluatee to log individual performance achievements throughout their career. These can be used during the performance evaluation as specific examples of growth against standards during the evaluation.
- Goal Management functionality to present a series of personal goals for the leader or teacher to pursue. Each goal always ties back to an established standard or substandard. Goals will be measurable and align with the gaps identified in the evaluations.

- Evaluation results and competency gaps will guide individual learning plans and professional development.
- Evaluation results will be used to identify potential leaders and candidates for talent pools to facilitate Succession Planning.

Using the evaluations to inform key decisions

Professional Development Module - Provides the tools and resources for District personnel to pursue their personal development and improvement goals based upon the data obtained from the Evaluations module. Integrating professional learning into our Talent Management system allows us to align our course offerings with the District-defined standards. It provides the professional learning arm of our district with the ability to measure the effectiveness of the classes that we offer using objective information. This ability to measure and evaluate the curriculum will ensure that the Professional Learning function is working directly towards positively impacting District goals. Our Professional Development module will have the following capabilities:

- Individual Learning Plans will be created from the data gathered via evaluations and personal goal portions of the Evaluations module. This will allow employees to register for internal and external learning designed specifically to close performance gaps. Completed courses will be updated on the individual learning plan.
- Integration with the Succession Planning Module will allow us to target development plans to facilitate career path advancement and leadership development
- Macro results from the Evaluation Module will lead to changes in the onboarding and recruiting content housed in the Professional Development module.

Succession Planning Module– Provides a clear career path for all personnel in the District so that opportunities for advancement are not only apparent, but also a point of emphasis and an expectation. Evaluation results and succession planning within our integrated Talent Management system will also assist management in establishing talent pools for key leadership positions within the District so that candidates for key positions are known in advance of actual need and mentoring/professional learning can improve the readiness of those candidates to succeed to any leadership position in the District. Our Succession Planning module will allow us to:

- Establish clearly defined career paths upon hire in the district
- Set career advancement as an expectation
- Use the Evaluation results to guide personal development and growth
- Incent employees to advance from teacher to leader
- Identify, develop and retain high performers
- Identify leadership competency gaps using evaluation data
- Uncover potential leaders for mentoring
- Build our bench strength for impending retirements
- Shorten the time period for new leader development

Recruiting Module - Integrating the recruitment process with Talent Management will enhance the district's ability to attract qualified personnel that fit with open positions – and with the district. A recruiting process that screens and evaluates candidates based on the same standards that they will be evaluated on as employees will result in a more efficient process, better hires, and reduced turnover. An integrated Talent Management system will also allow the data captured throughout the interview process to be incorporated into the employee records to track progress from point of hire and beyond.

Onboarding Module- The first few months after an employee has been hired are crucial to teacher and leader engagement. The Talent Management system we will build will facilitate this process by utilizing the data gathered during recruitment to establish clear expectations about the job, communicate any appropriate policies and procedures, and address any housekeeping items that need to be completed as they begin their job. The earlier and easier that we can make employees feel settled, the sooner they will become productive. Integrating the data from recruiting to talent management will help reduce that time to productivity for employees. The information gathered in recruiting can be interfaced to talent management upon hire and the manager can be notified and a development plan can be created immediately instead of waiting until the first evaluation period. The information that needs to be communicated can be standardized per department within talent management to begin the onboarding process “automatically” as people transition from candidates to employees.

System Development Approach

We intend to build our own Talent Management system using off the shelf software, in a rapid, prototype development model designed to bring capabilities online quickly, and then to refine them as we receive feedback. The Talent Management system will be built around the standards and competencies applicable to each employee group, and will use evaluation data to inform key decisions for the other modules. The Talent Management suite that we build will contain the following core functionality:

Standards/Competency Management Module

- District Goals
- District Standards
- District Skills, Behaviors, Knowledge, Personal Attributes
- Leader and Teacher Proficiency Timelines
- Leader and Teacher Proficiency Levels
- Standardized Rating Model

Evaluations Module

- Alignment with Standards
- Goal Management
- Performance Journals
- 360 Degree Evaluations
- Individual Learning Plans
- Business Intelligence

Succession Planning Module

- Career Paths
- Competency Gap Assessment
- Leadership Assessment Framework
- Talent Pools
- High Potential Leadership Matrix
- Business Intelligence

Professional Development Module

- Standards-based course catalog
- Online, integrated course enrollment
- Learning Assessment Tools
- Teacher Certification Development plans
- Onboarding Development plans
- Career Path Development Plans
- Certification and License Tracking
- Employee Learning Plans

Recruitment/Onboarding

- Job Posting
- Job Screening
- Interview Question Alignment
- Onboarding Development Plans

Timeline

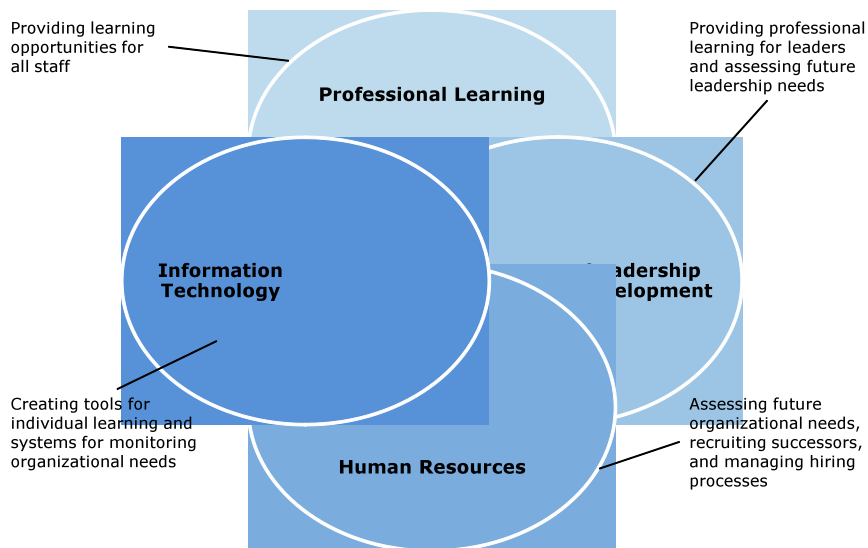
TargetDate	Project Milestone
July 2010	Project Kickoff
July - December 2010	Functional requirements definition and prototype development
July 2011	Standards Module Prototype complete
July 2011	Evaluations Module Prototype complete
October 2011	Professional Development Prototype testing complete
October 2011	Professional Development Prototype testing complete
December 2011	Recruitment Integration testing complete
January 2012	External systems integration testing complete
January 2012	Talent Management Pilot begins -Leadership group
April 2012	Business Intelligence and Portal Development Testing
December 2012	Talent Management Pilot Complete
March 2013	District-wide Talent Management rollout

Professional Learning and Succession Planning



2

Succession Planning Is a Multi-Department Project



3

Appendix D2iii.I

Clovis Administrator Performance Appraisal and Accountability Model

Clovis Assessment System for Sustained Improvement (CLASSI) and Administrative Management Performance Appraisal

The District's teacher evaluation process and accountability model (CLASSI) are the most influencing factors for advancing student achievement, focusing professional development, and creating a system that provides feedback and design to influence academic growth. Multiple informal and formal teacher observations throughout the year for every teacher provide anecdotal records of teacher progress and monitor curriculum and instruction.

The **Certificated Performance Appraisal** serves as a strong leverage in the management of a school and improving instruction. For example:

- Student growth on multiple measures is utilized as a part of teacher evaluations, including summative, intermittent, and formative assessments such as CLASSI, CST, LAFT and MAFT, DRA levels, etc.
- TGLE (Teacher Grade Level Estimate) conferences are conducted between teachers and principals to discuss student achievement and to set goals for student growth.
- Walk-through observations and reflective questions are utilized to provide feedback and discuss instructional practices, rigor, standards alignment and related student learning.
- Standards for the Teaching Profession (5.4) uses results of assessment to guide instruction toward mastery of district and state standards.

The Administrative Management Performance Appraisal holds administrators accountable via the following standards:

- 7.0 Results
- 7.1 Achieves measurable results that show consistent improvement towards District benchmarks in student achievement.
- 7.2 Achieves measurable results that show consistent improvement towards District benchmarks in operations (attendance, class size)
- 7.4 Achieves measurable results that show consistent improvement towards District benchmarks in stakeholder satisfaction (SART/Climate Assessment)
- Commendations: This section represents the previous year's goals established by Area Superintendent and Principal that were accomplished.
- Recommendations: This section represents the agreed upon goals (specific) for the following school year.
- Improvement Plans: This section details the steps necessary to affect change.
- Data are accessed through Edusoft in a variety of report forms.
- Student results are broken down by focus groups and sub-skill areas to clearly identify growth opportunities.
- Item analysis is conducted by student to incorporate instructional strategies based on needs.

Description of TGLE Process Whereby Principals Gather School Performance Data Which Is Integrated Into Administrator Evaluation

At the beginning of the school year, teachers are given a day to begin to review the previous year's assessment data and to review the STAR results for incoming students. Teachers develop classroom API estimates, explore wheatfields of results organized by content strand, and identify the gaps in curriculum, in instruction, and in individual needs. Curricular areas of strengths and areas of improvement are identified and action plans are created for the coming year. Also, at the beginning of the year, teachers identify students who did not master the previous year's standards. A Teacher Grade Level Estimate (TGLE), which is similar to a special education IEP, is created for every student below grade level. The TGLE maps out educational goals for the student as well as the action plan for achievement. The teacher

monitors the student's progress in the middle of the year and again at the end of the year. The TGLEs for all students are reviewed by administration and the document is shared with parents at our annual Fall parent conference. The TGLE drives a modified curriculum to meet the needs of each individual student.

Compiling, disaggregating, and reviewing data are necessary, but real differences in student success occur when a plan of action is implemented and monitored based on these data. The Teacher Grade Level Estimate (TGLE) process is evidence of this “living” plan of action. TGLEs are individual academic plans for students performing below grade level in reading, math, or language; the TGLE functions as an IEP for the non-proficient student and details a plan to meet each “at risk” student’s needs. The TGLE then explains the plan of action to appropriately modify classroom instruction and assigns students to effective supplemental intervention programs to support the needs. The TGLE plan is reviewed annually with the parents and is monitored with the Principal at three different times throughout the year. The process not only assists in developing a plan of action, but it also is a powerful tool that allows the Principal to know each student individually and to assist the teacher in providing available resources and opportunities.

At-risk students are provided with intervention and individualized lessons in the classroom to address their needs. TGLE conferences are held with parents and teachers and between teachers and Principal to maximize communication and to provide a team approach where everybody knows the plan to help support the below-grade-level student. In addition, lessons are differentiated to assist the proficient level student to move to the advanced band, and the advanced student to continue even further in their higher-level thinking.

Appendix D2iii.II

Skillful Leader Professional Learning Project at Fresno USD

Skillful Leader Professional Learning Project at Fresno Unified School District

The Skillful Leader Project is professional learning for all Fresno Unified School District site administrators that supports the skillful supervision and evaluation of staff. District leaders in positions of direct support of site leaders also participate. The purpose of the Skillful Leader Project is to involve all members in spreading a vision of high quality teaching and learning. The training increases the opportunity and capacity of schools to make a difference in student learning.

The foundation of the professional learning is the balanced analysis framework that the FUSD administrators are learning and practicing to better support the ongoing supervision through classroom visitation and feedback. The focus of the training and related follow up is for leaders to become skilled in making Claims based on Evidence that focuses on the Impact on the student (CEI) in both ongoing conversations and the formal evaluation process. The content is focused on pedagogy and is aligned with the expectations of the California Standards for the Teaching Profession (CSTPs) as well as all current initiatives in our system.

During the 2008-2009 and 2009-2010 school years, approximately 300 site administrators in Fresno Unified School District participated in five sessions with Dr. Alexander Platt and Dr. Caroline Tripp, lead authors of The Skillful Leader I and The Skillful Leader II. The overall focus of the project was on the importance of the supervisor's role in providing evidence based feedback and appropriate support to individuals and teams. The professional learning sessions in Year 1 focused on identifying effective strategies for student learning as well as providing appropriate feedback to teachers based on classroom observations. For Year 2, the evidence based feedback moved beyond the ongoing conversations to include meaningful, evidence based feedback on written evaluations. Throughout the trainings, emphasis is placed on leaders being skilled in providing appropriate support to individuals and teams while introducing additional pedagogy to guide the observations and feedback.

All administrators participated in the half day training sessions as a small cohort of mixed positions and levels of experience. The groupings remained consistent to allow for the development of a true learning community. An emphasis was made to include all supervisorial positions at the site to develop consistency across the system. The cohort assignments were made to maximize coverage at the site with each administrator attending a half day session on a different day and time during the week of Skillful Leader.

Significant time was spent to calibrate the work with site leaders so that all teachers will benefit from the increased knowledge and skills of supervisors within Fresno Unified School District. The skills and strategies introduced through the formal training sessions with Dr. Platt and Dr. Tripp were supported through various other structures to ensure ongoing opportunities for discussion and practice with peers. The content became foundational at all Principal meetings, Co-Administrator meetings, Elementary Principal Learning Teams (small cohorts of leaders at sites), and individual visitations made by district leaders. All additional professional learning and supporting exemplars are jointly developed by School Leadership, School Support Services, and Human Resources with the input and direction of Dr. Platt and Dr. Tripp. Some of the trainings occurred on campuses to allow for immediate application in an actual instructional setting following the new learning.

Members of the FUSD Executive Cabinet have shared specifics of this project with labor leaders of our local teachers association through their weekly scheduled meetings. Dr. Platt and Dr. Tripp also met with Fresno Teachers Association staff to share the purpose and design of the Skillful Leader Project and to answer any questions. Together, we have worked to develop mutual understandings of the purpose of the increased classroom visibility of leaders, the purpose and design of the evidence based feedback for teachers, and the implications for both supervision and evaluation practices.

The impact of the trainings and related follow up has led to more focused observations when conducting walkthroughs, more frequent and meaningful feedback for teachers, and written documentation utilizing the Claim, Evidence, Impact structure. The focus on specific practices and strategies during the observation process has also led to the initial stages of creating common expectations for instruction. In an effort to align all of the professional learning in our system, modules are being created and delivered to instructional coaches as well as classroom teachers related to the key concepts introduced through the Skillful Leader Project.

Appendix D2iv.I

Executive Summary from the California Beginning Teacher Support and Assessment Technical Report

California
Beginning Teacher Support and Assessment
and
Intern Alternative Certification
Evaluation Study

Technical Report



Submitted by:

Douglas E. Mitchell and Linda Scott-Hendrick
University of California, Riverside

Tom Parrish and Jill Crowley, American Institutes of Research
Rita Karam, RAND Corporation

David Boyns, California State University, Northridge
Tedi K. Mitchell, University of California Riverside

With contributions from

Michael Batie, Matthew Grindal, Thomas Hale, Mary Knox
Nori J. Naylor, Lisa Romero, Jennifer Stuckey and Xinhua Zheng
University of California, Riverside
LaRena Woods, American Institutes of Research

October, 2007

Executive Summary

This executive summary reports the most salient findings and implications from a State supported study of California's Beginning Teacher Support and Assessment (BTSA) new teacher induction program and the State's Alternative Certification (Intern) program. The summary is presented in three parts. First, we summarize what is known about the effectiveness of alternative certification and new teacher induction programs. Here we combine findings from the current study with a broad overview of findings from other research studies. Second, we outline what this study has learned about the overall functioning of BTSA and Intern programs. This second section presents an overall model of success for each program, and describes briefly how individual programs develop unique features in response to the combination of state policies, local conditions and historical circumstances. In the third section of this summary we directly address the eight broad questions provided by the California Department of Education to guide study design and execution. We conclude the executive summary with a summary of issues that should be addressed in evaluating these two programs, but could not be addressed in this study due to a combination of limited study time and difficulty in linking critical data elements together in order to answer important research questions.

The Knowledge Base

The previous research studies reviewed for this evaluation study (described in section III of the report) reveal a fairly broad consensus about the goals and objectives of new teacher induction and alternative certification programs. In both cases, California policies are unique, but they also share, to a considerable degree, the broad purposes being investigated in professional discussions and in scholarly research and analysis.

The California BTSA Induction program, like other new teacher support and induction programs, rests on two broadly supported research findings. First, it is widely believed that the performance level of teachers throughout the public school system is in need of significant improvement. The need for improvement is seen as substantially beyond what can be expected from university-based pre-service training programs. There are diverse explanations for why this substantial improvement is needed. Some observers look upon the schools as a protected publicly supported monopoly which has been a haven for relatively low performance personnel. Others see the need as arising from the globalization of economics and politics which puts us in direct competition with other national education systems – and a number of

studies have indicated that we are substantially behind other, more competitive, national systems. Still other observers see the need for improvement as arising from the dramatic growth and cultural and economic shifts in our school age population. Whatever the reason, these concerns converge to produce substantial pressure to improve school and teacher performance.

A second broadly supported research conclusion that lies behind the creation of BTSA, and other induction programs across the nation, is the proposition that there is an unacceptably high level of teacher turnover at the school level and attrition rate from the occupation. This high turnover and attrition rate, research tells us, can be significantly ameliorated by programs that provide substantial direct personal support to new teachers through experienced teachers who serve as mentors, coaches, consulting teachers, trainers or, as the BTSA program calls them, support providers.

The goals of alternative certification programs are also broadly agreed upon and supported. These programs are intended to attract individuals from usually under-represented social, academic and occupational groups into the teaching workforce. In part, this is to provide access to teaching for individuals who would otherwise not be able to move into this occupational group because they lack the time or resources needed to pursue the standard, university-based teacher pre-service programs. Also, in part, the motivation is to get individuals who have leadership, subject matter or social skills needed by the schools to consider this occupation. And, in part, the motivation is to build a teaching workforce that is far more representative of the diverse students they must teach than is currently the case.

Alternative certification programs are also being created as a means of bringing much needed teaching staff into hard to staff schools and hard to fill teaching specialties. Science and math teachers, special education teachers and, to a lesser extent, English teachers are most needed at the present time, but when California was hard pressed to implement its massive class size reduction program in the 1990s, the need for alternative certification was focused on the multiple subject credential programs that prepare teachers for elementary school classrooms.

Not all analysts agree that either the BTSA Induction or an alternative certification approach are the most effective ways to meet school needs for staff and program improvement. While almost all authors are enthusiastic about the potential of some form of new teacher induction to enhance teacher skills and career commitments, the alternative certification approach to recruiting from different pools of potential teachers and prepare them to solve a significant teacher shortage problem is much more controversial. Analysts with a positive view see the potential for stronger, more practical and more substantial teacher training, but critics see the

potential for abuse and emphasize the ways in which children are put at risk of receiving an inadequate education from inexperienced and potentially ill-trained teachers.

Induction programs also face some significant critics, though they tend to be fewer in number and less strident in their criticisms. Two criticisms of induction programs give some pause for reflection, however. First, the issue of teacher retention may be less serious than previously thought as more recent research finds that, in part because the workforce is predominantly female, teachers tend to take child bearing and family nurture leaves after which they return to teaching and thus are not lost to the occupation in the way early studies had concluded. Second, some questions have been raised about whether new teacher effectiveness is as substantially improved as the early advocates expected. As described in the summary of prior research found in the body of this report, the most critical reviewers insist that there is little really reliable evidence that expected improvements in student achievement are actually forthcoming from new teachers who have undergone induction programs.

The alternative certification programs are succeeding in bringing new populations into the workforce – more minorities and a significant number of career changers. The largest number of individuals pursuing intern programs are recent college graduates, teachers' aides and substitute teachers moving up in the school systems' internal labor markets, and first generation college goers who cannot afford to resist the lure of a full-time teacher salary while they are in training. In creating a market-driven response to teacher shortages, however, the alternative certification programs are often tempted to make training less rigorous and to concentrate on "filling classrooms" rather than training teachers. California policy makes it quite clear that the intern programs are expected to produce better teachers by capitalizing on prior experience and building rigorous training components. In the market environment, however, lowering the cost to applicants and facilitating the placement of teachers in hard to fill classroom can easily squeeze program quality.

BTSA and Intern Program Models of Success and Variation

Among the most useful findings in this study are those statistically documenting what features of each program play a central role in determining overall program success, and what interpretive findings resulting from intensive case studies account for the most visible variations in program operations. For both the BTSA Induction and the Alternative Certification intern programs statistical analysis of participant survey data produced clear and powerful models of program success. In both cases, matching support providers with novice teachers with regard to location, teaching responsibilities and grade level were deemed a basic building block for success. Proper matching is not enough by itself, however. Unless the matched

support provider and the beginning teachers have build a strong working relationship the match contributes noting to program success. In both programs, beginning teacher judgments about the extent and quality the support they receive is the second powerful factor determining overall program success. In the case of the BTSA programs, quality support has to be matched by confidence in the program's formative assessment system before the program success can be expected. In the case of the intern programs, it is the frequency and duration of communication between the interns and both their school based support providers and their university-based supervisors are clear pre-requisites to the development of an appropriate support system.

With regard to variations among local programs, the field data indicate that there are very different forces at work in the two types of programs under review. The intern programs are best understood as creating a regulated and subsidized market for the delivery of teacher preparation services. Since the local program operators must operate in an environment where both potential program applicants and local school districts have options for meeting their respective needs, they must be constantly aware of what it takes to attract quality applicants and work with the school districts who hire them. This market driven environment means that any policy that drives away applicants or alienates school district administrators is likely to be resisted. While the state provides a subsidy for this training, the amount of the subsidy is well below the cost of the training provided. Thus the state has only limited influence over how intern programs will operate and program innovations can be predicted from an analysis of changing market conditions for these program services. The limited influence of state regulations and fiscal controls is amply evidenced in the obvious variations in program design found across the state.

In the case of the BTSA Induction program there are no important market forces for program managers to contend with. These programs operate as state sponsored monopolies, individual teachers have no choice as to which BTSA program they will participate in, and all new teachers are required to participate in the program serving their school and district. What does generate significant variation among BTSA programs, however, is their professional beliefs about the nature of professional development, educational system improvement and standards based accountability. Of these the most potent variable is the view of accountability held by the program leaders. Overall there is significant pressure generated by BTSA program design structures for program participants to view accountability as a matter of responsibility for good faith implementation of program requirements. In tension with this view are two more complex views – one emphasizing the importance of accountability for actual teaching performances and the other emphasizing the importance of focusing on the development of teacher capacity and professionalism. While many program leaders feel that these three

different views of accountability can be integrated into a single comprehensive system of accountability, our field data suggest that, in practice, local program staff experiences them as in competition and demanding loyalty to one view over the other two in order to produce a successful program implementation.

Answering the Eight Study Questions

In accordance with the study questions specified in SB 1209 (Scott) on behalf of the Legislature and the Governor, this Scope of Work collected, analyzed and interprets the data needed to answer eight core research questions that were outlined the project Scope of Work. The core questions are:

Question #1. How well are BTSA programs meeting the objectives set forth in the Education Code?

The first study question focused attention on how well the Beginning Support and Assessment programs are meeting legislative expectations. Though much more detail is provided in the body of this report, six observations provide a broad overview of how to answer this question.

1. Senior BTSA staff are competent, enthusiastic professionals who display substantial loyalty to the legislative intent and the standards and guidelines for BTSA.

Morale is high, cooperation with statewide and regional leadership is generally quite fulsome, and turnover among program directors is modest. There are some local programs in which the program directors do not appear to have sufficient administrative authority or status to secure full cooperation from local schools and school district executives, and this issue could well be addressed as a program development priority.

2. Commitment to and implementation of explicit training activities aimed at fulfilling the requirements of the new teacher induction standards (program standards 15 through 20) can be easily recognized in both the case study transcripts and the statewide survey data.

While commitment to this training is obvious, so is the fact that some aspects of the training programs need to be reviewed and improved. To a significant degree, the places where BTSA training is not working well have arisen because university-based pre-service programs have been significantly revised in compliance with the expectations of SB2042 and SB1209. These university programs are now providing training that was not being provided with BTSA began.

With the emphasis in university programs moving toward the same conceptions of high quality teaching as those underlying BTSA training objectives there has emerged a significant level of push back from participating teachers. Resistance to current BTSA training programs is most noticeable in the areas of technology, special populations and support for English language learners. In the case of technology utilization, participating teachers urge significant improvement or abandonment of this as a training component. Participating teachers frequently report that they have already had experience with most of the technologies being addressed in BTSA training programs. In the cases of work with special populations and support for English language learners, we find a lot of interest in the topics, but substantial concern that the training activities are repeating work already covered in the pre-service training programs and not providing the new teachers with the depth of understanding or effective applications needed to turn their fledgling knowledge into professional skill. The challenge for BTSA is to provide more sophisticated training in these areas without substantially increasing the overall participating teacher workload – a workload perceived as creating serious problems of stress and to be intruding on needed time for day-to-day instructional planning.

3. There is strong evidence that retention among mid-career teachers in California has improved every year since about 2000. The interpretation of this improvement is far from straightforward, however.

Although they cover only the last four years or so, the BTSA Induction program tracking system shows high rates of retention among new teachers entering the occupation through this program. And a longer term analysis of average tenure relying on the CBEDS/PAIF data confirms that teachers with 3 to 12 years of teaching experience are staying in teaching longer (raising the average tenure of this group by about six-tenths of a year since 2000).

It is, however, not possible to know with certainty that the improved retention among these younger teachers is the result of the BTSA or intern training and support activities. Broad trends in the CBEDS files are found well before these programs were adopted and implemented. These data indicate that California teachers in the mid-1980s had at least as good a retention rate for the younger professionals in the workforce as those found since 2000. Deeper demographic analysis of workforce trends is needed. The “baby boom” generation was well represented in the teaching workforce by the mid-80s. Many have accumulated 25 or 30 years of experience and are starting to retire in relatively large numbers. During this period, student populations have also fluctuated substantially. And policy changes, like California’s class size reduction initiative, the high stakes high school exit examination, enforcement of the No Child Left Behind “highly qualified teacher” requirements, and above all, the vicissitudes of the state budgeting process have contributed to substantial volatility in the teacher labor

market. Potential teachers appear to get the picture of job opportunities and requirements for entering the occupation quickly and to respond accordingly. The process of scaling up for the mid-90s class size reduction initiative, followed by a retreat from full implementation due to budget crises quickly led to a sharp reduction in the number of candidates seeking multiple subjects credentials, dramatically shifting the composition of intern programs. At the same time, the California State University system experienced a sharp decline in applicants for their pre-service programs.

Thus, while retention is up, it is difficult to attribute this fact to any particular program, policy or demographic trend. BTSA Induction programs have been, and remain, committed to improving teacher retention, and they have documented high levels of retention among their participating teachers. One caveat regarding relying on BTSA tenure tracking data to assess teacher retention needs to be kept in mind. About 40 percent of BTSA participating teachers report that they earned their California teaching credentials a year or more before entering this program (presumably as long term substitutes, on emergency permits, waivers, etc.) . And another modest portion of the BTSA participating teachers were fully credentialed in other states for one or more years before enrolling in BTSA. Researchers studying the retention of regional or national samples of teachers do not take this filtering into account, and can be expected to see substantially higher attrition rates because they are studying a different population of teachers.

4. BTSA programs are structured to provide intensive individualized support for new teachers. While the structure is broadly effective, some important areas for improvement were identified.

Every participating teacher has an assigned support provider. The majority of the support providers are full time teachers who care for from one to four new teachers, typically ones with similar grade level or subject area teaching responsibilities and often located in the same school. A substantial number of BTSA programs rely on full time support providers who carry case loads ranging from a dozen to more than thirty new teachers.

At least three factors influence the working relationship between support providers and their participating teachers. Teacher personalities vary widely, and some are much better suited to the care, nurture and support of new teachers than others. This consideration has become increasingly important as local BTSA programs have encountered difficulty recruiting and retaining the number and quality of support providers that are needed for the more than 20,000 new teachers entering the profession each year. The recruitment of highly motivated and sensitive support providers might be facilitated by adding more money to the stipends or

salaries paid. It is more likely, however, that increased encouragement and support from district and site administrators – particularly in the form of relief from other school level duties – would be more helpful.

A second area of potential improvement for the BTSA personal support system involves the time available for communication, observation, consultation and counseling. The BTSA program is quite busy with structured activities, completion of required documentation, training seminars and formative assessment procedures. Time for responding individually and uniquely to new teacher developmental needs can sometimes be hard to find. One reason that this time is hard to find is that California schools are very busy places. Everyone's activity schedules are tightly packed. Support providers who are themselves full time teachers typically have to take time from their own teaching if they are going to observe their participating teachers. Some have suggested that giving secondary level support providers the same preparation period as their participating teachers would allow more time for collaboration and conversation. While this would help with opportunities to talk, it would also make cross-observation of each other's teaching very difficult to schedule.

The third area of concern has to do with support provider training and development. The skills needed to mentor and guide novice teachers are quite different from those required to manage one's own classroom. It was fairly easy to observe a range of support provider skill and to recognize that the best providers have undergone a rigorous and extensive developmental process of their own. Supporting professional growth requires commitment to the process and ample time, but it also requires complex and subtle skills that can be learned and practiced if the support providers are given the opportunity to do so. Every BTSA program observed in this study has a support provider training program, but more resources and more time devoted to this purpose would probably pay off in better and more successful support for new teachers.

Making heavier investments in support provider training would, in turn, focus attention on the question of how long support providers should remain in this role in order to allow a substantial investment in their training to pay dividends. Some BTSA program leaders see the support providers as a cadre of school program reformers and want this aspect of the BTSA program to involve a broad range of rank and file teachers who will return to regular classroom service and continue to identify with and forward the professionalization agenda that BTSA seeks to support for all teachers. This view leads naturally to the belief that supporting new teachers should be something many experienced teachers learn to do on a part-time basis. Others see the need for intensely training a much smaller cadre of full time support providers who may or may not return to routine classroom instructional duties once their service in this role is ended.

Indeed, some see becoming a support provider as a transition position leading to other school leadership roles.

5. BTSA programs, across the board, display a strong commitment to adoption and utilization of formative assessment systems based, in principle, on the *California Standards for the Teaching Profession* (CSTP). This commitment has been substantially moderated in the last three or four years, however, by the emergence of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (Program Standards) as a potent set of guidelines for BTSA program operations and evaluation. The commitment to the CSTP principles has also been substantially reified in the relatively stable formative assessment system activities and data recording forms used in each local program.

The two BTSA core documents (CSTP and Program Standards) articulate both the target for new teacher development – high performance on the CSTP – and the program operations expected to produce the desired outcomes – the 20 Program Standards. Although many observers see these two documents as mutually supportive of a common framework for facilitating movement along a learning to teach continuum, case study data make it clear that in day-to-day BTSA program operation they play very different roles. The CSTP document provides much of the rhetorical and theoretical grounding for discussions of new teacher progress toward professional competency, but the Program Standards document, combined with key elements in each program’s formative assessment system are, by far, the most potent control elements – pushing the CSTP into a more philosophical and apologetic role.

Formative assessments come in three flavors. The most widely used is the state developed California Formative Support and Assessment System for Teachers (CFASST). A few local programs use, instead, the Santa Cruz New Teacher Project’s Formative Assessment System (SCNTP/FAS), and a handful of other programs use state approved locally developed assessments. Since developing and implementing a comprehensive formative assessment system is a time-consuming and relatively expensive process, once adopted they tend to remain relatively stable in format and substance. The SCNTP/FAS system is relatively expensive for local programs to license and is therefore not likely to become widely used without significant state level investment in making it available to local BTSA programs. The state developed CFASST system has been the object of continuing pressure for modification and simplification as users tend to feel that it is too prescriptive, relies too much on filling out forms, and is not thoroughly integrated with the Program Standards that are driving program evaluation and accountability. Local formative assessment system users have been heard to complain that the tightly structured Program Standards are not synchronized with the approved assessment

systems they have been using and thus they are forced to change the local assessment system for compliance rather than substantive reasons.

As this report is being written, the state is at work revising both the CFASST system and preparing to review and revise the Program Standards, so complaints about these structural elements have not fallen on deaf ears. It is too soon to try to assess whether revisions of either CFASST or the Program Standards will resolve the issues described in various sections of this report.

6. The BTSA Induction program at both the state and local levels is making a continuing effort to generate program improvements. The basic framework for this evaluation and improvement process is appropriately described as a Standards Based Accountability (SBA) model. And the standards that predominate in this model are the Program Standards which specify in substantial detail what evidence needs to be presented by local BTSA programs to show that they are meeting the SBA goal of systematic documentation, review and revision of program activities.

The SBA framework is given substantive meaning through the development of a new program review and evaluation process called an Induction Program Review (IPR). The IPR involves a process of self-study and program narrative preparation by the directors of local BTSA programs. These self-study documents are submitted to a team of four experienced BTSA program leaders who review this self-study document and then come to the local program site to examine documentary evidence and interview program directors and all key stakeholder groups regarding the fulfillment of the 20 Program Standards.

Close observation of the IPR made it clear that this standards based accountability model not only identifies local program strengths and weaknesses, it also has a number of not always anticipated consequences. Details of the observed consequences of the IPR process are described in the body of this report. For this summary, the following are the most important to be reminded of:

- Because the IPR examined fulfillment of most program standards by examining fulfillment of each specific standard element the process required assessment of local program evidence regarding a total of 104 standards and elements. Trying to competently review all of these 104 standards and elements targeted for review tended to fragment the process.

- Adoption of an adjudication model for evidence evaluation tended to narrow the focus of assessment to observable data rather than its substantive meaning leaving some participants in the process unclear as to whether they were missing expected performance or only required documentation.
- A heavy emphasis on meeting the induction standards has led to a shift in local program emphasis away from the interpersonal work of the support providers, toward courses, seminars and other organized activities conducted by professional development specialists or third-party marketed services.
- As implemented, the IPR process tends to elevate the definition of “Standards Based Accountability” to mean meeting implementation guidelines through compliance, rather more than teaching performance or teacher capacity development. That is, the evidentiary emphasis in this model of accountability led the review teams to concentrate on documentation of actions taken rather than evidence of growth in teacher performance or professional capacities.

Question #2. How well are University and District Intern programs meeting purposes specified in the Education Code?

On the whole, evidence regarding the recruitment and placement of intern credential teachers is making significant progress toward fulfilling legislative goals for this program. The match with legislative goals regarding recruitment and placement of credential candidates is not perfect, but there is room for some pride of accomplishment. As described in much more detail in the body of this report, intern programs have moved nimbly from a concentration on helping meet the demand for more multiple subject teachers to staff schools undergoing class size reduction to a point where about half of all interns are working toward education specialist credentials to meet a crushing need demand for more special education teachers. Moreover, when the requirements of the No Child Left Behind law calling for “highly qualified” teachers in every California classroom came on line, the intern programs expanded their enrollments substantially to facilitate the acquisition of preliminary and then clear credentials by emergency permit holders and long term substitute teachers. The data even indicate that there was a sharp spike in the number of teachers being prepared for single subject credentials in art when the so-called f-requirement for admission to California universities was added to insist that at least one high school arts course be provided for all university-bound students.

With regard to recruiting candidates from diverse population groups into the intern programs the results are a bit mixed. The largest group of intern credential holders report that they came

into the program right after finishing their college degrees and without substantial prior work experience. Nevertheless, second-career candidates do represent a significant proportion of the intern population and represent individuals who would probably not be seeking careers in education without this program.

Though not spelled out in the legislative intent, there are two other groups of individuals for whom the intern programs represent career opportunities that would probably be denied them without this avenue of access to teaching credentials. The first is the large group of candidates who have become upwardly mobile in the school systems' internal labor markets – the paraprofessionals and the substitute teachers. These groups come with substantial relevant work experience within the public school system and are using the intern programs to pursue full professional credentialing. By providing advanced training for significant numbers of these committed but underprepared educators the intern programs are providing career opportunities to groups otherwise largely cutoff from advancement. This pool of candidates has the added advantage of containing relatively large numbers of multi-lingual and ethnically diverse individuals. The other substantial group that would probably have a much harder time entering this occupation without the intern program is the first-generation college goers whose families are not prepared to bear the cost of post-baccalaureate training.

It is not possible to tell from the record whether interns moving into education from other careers have substantial or relevant work experience. No doubt, many do, but it is not possible to know whether these applicants are seeking to leave careers where they have failed rather than moving into education from prior successes without undertaking a substantial number of individual case studies. Intern program staff are well aware that not all second career recruits have successful or relevant prior experience, but it was not possible for them to say what proportion of the total second career group this might be.

On the placement side of the equation, evidence of compliance with legislative intent for this program is quite strong, but this success has also become the focus of criticism. A public interest law suit against federal regulations accepting California intern teachers as meeting the criteria for "highly qualified" has been filed in the federal court system. Interns are working in schools with substantially more non-white students, greater poverty, more English language learners, lower average parent education and substantially lower Academic Performance Index scores than other teachers of record. This exactly what the legislature intended, but it is an open question as to whether students being taught by these intern teachers are securing equal access to a quality education. Some site administrators interviewed for this study are convinced that interns are superior teachers, and expressed a preference for hiring them over other new teachers if possible. Systematic data covering multiple years of student achievement

is needed to test the real consequences of staffing classrooms with intern teachers, and that data could not be assembled for this study.

The statutory provision of incentive funding has been incorporated into the intern program under the designation of “enhanced program” funding. As important as it is to know whether these incentive funds aimed at enriching intern preparation are having the desired effect, it is simply too soon to tell. The program is just too recently implemented to know what will happen with the recruitment and training of interns enrolled in these financially and substantively enhanced programs. The current year’s funds for this enhancement came too late for serious program planning and adaptation to requirements to have much effect. Indeed, late authorization meant that funds had to be distributed to programs that had already met the minimal qualifications for enhancement funding without regard to the specific purposes for which the funds would be used. Moreover, current fiscal records for this and most other state program initiatives are too sparse to allow an adequate review of expenditures without an on-site audit level study of cash outlays.

By and large, intern skill levels are being assessed using the same tests and measurements used for pre-service credential candidates – course grades, supervisor evaluations, CBEST passage prior to admission and teaching performance assessment prior to completion. Perhaps a more appropriate assessment of intern competency than any currently available tests or assessments is to examine their retention rates over time. Since school administrators can generally exercise their discretionary authority to terminate intern credential holders without triggering teacher union involvement or creating a basis for legal redress, they are probably more stringent in renewing contracts for these teachers than for most others.

The question of how interns are being trained produced what is probably the most interesting and important set of insights in the study of this program. We found four distinct approaches to training interns distributed across the case study sites examined in this study – approaches that appear to be dictated by the alternative ways in which intern program sponsors orient toward and answer two basic marketplace questions.

The intern programs are local training agencies -- each fiscally managed by a sponsoring public school agency (local district, county office of education). In offering to fund these programs the state has established a nominally competitive market structure for offering teacher training services. When local program sponsors enter the subsidized and regulated market for teacher preparation services, they must answer two fundamental questions: 1) to what extent should the service (teacher preparation) be redefined and restructured, and 2) should marketing alternative certification programs be directed primarily toward the school districts needing staff

or toward the intern candidates seeking entry to the occupation. Data show that program sponsors have answered these questions in very different ways. Some local programs give primary emphasis to redefining pre-service training, others concentrate on new marketing strategies, and some devote substantial attention to doing both. The table below summarizes the alternatives generated by answering these questions.

		Redefine the nature of pre-service teaching?	
		No, the issue is efficiently producing more teachers to meet pressing needs	Yes, this is an opportunity to change the whole culture of preparation
Focus on marketing to:	Teacher Employers	School Oriented Traditional Programs Type A	School Oriented Local Culture Emphasis Type B
	Intern Candidates	Candidate Oriented Traditional Programs Type C	Candidate Oriented Intensified Training Type D

Generally Type A programs are well represented among the CSU campuses. They tend to emphasize using their traditional pre-service courses and supervision system, together with a declaration that they are “market driven” responses to district staffing needs.

Type B: tends to be found in single district and county office of education programs where training is undertaken primarily by experienced teachers and not by university faculty, where emphasis is placed on working with districts and on keeping close to issues of professional practice rather than theoretical concept development.

Type C: tends to be private and entrepreneurial programs that emphasize multiple, convenient locations and direct candidate recruitment efforts.

Type D: is illustrated by one program with restrictive enrollment, limited aim of providing science, math and English single subject preparation and insistence on substantial pre-program preparation.

The important point here is that intern program designs are, in substantial part, structured by managerial decisions regarding the marketplace where these services must be bought and paid for. State funds are incentives for program development but, to become operational, institutional resources must also be tapped and therefore the programs have to be seen as wise investments by intern applicants and school districts as well as the sponsoring agencies. This motivates program operators to cooperate closely with school districts and with candidate training institutions, but it also limits their willingness to see program priorities in terms of state interests.

Question #3. What policy or program management decisions are needed to ensure that district and university interns receive appropriate direct assistance from experienced teachers?

There are, no doubt, many different ways to tweak the management of the BTSA Induction and Alternative Certification Intern programs that would facilitate the development of more adequate direct support by experienced teachers for the development of their novice colleagues. Most of the good management practices are probably untouched by this evaluation study. There are, however, three domains in which data collected and analyzed for this study do suggest likely ways to improve overall support provider performance.

Focus on the support providers themselves

First, focus on the support providers themselves. The provision of support for new teachers can be no better than the recruitment, training and motivations of the support providers selected to work with them. As previously mentioned, a number of BTSA programs are facing a significant shortfall in their efforts to recruit support providers for their new teachers. The problem is even worse for intern programs who often find that the best support providers have been retained by the district's BTSA program which is offering higher stipends for this sensitive and time consuming work. Resources matter, and none of the support providers who are also serving as full time teachers are being over compensated for the work they are expected to do. In the absence of increased funding, however, management can do some other things that will make the support provider role more attractive. Arranging for better released time to do this work, securing more reliable substitute teacher assistance to make absence from their own classes more palatable, providing more obvious recognition of the important work support providers are doing, maintaining direct contact with the support providers and letting them know their efforts are understood and endorsed, providing support providers with state of the art communication hardware and software so that they can stay in touch with their beginning teachers more easily are but a few of the things that might be done by managers who see

support provision by experienced teachers as a high priority part of their overall professional support and development program.

At least as important as stronger recruitment and incentives for engaging in this vital work is the provision of training in adult learning, counseling, observation and analysis of teaching performances, professional role development and other dimensions of the adult development process that support providers are expected to provide would enable the support providers to enjoy their work more and to do it more efficiently and effectively. This is not a new idea in the BTSA program, but it is relatively foreign to the intern support providers. And, in the BTSA environment, much more could be done to raise the sophistication and effectiveness of the support providers.

Because of the importance of acquiring and using the subtle and complex skills associated with the provision of support for novice professionals, our research team did reach the conclusion that full time support providers have a better chance of realizing the goals of quality support provision than do full time teachers who are carrying support provider responsibilities as an overload. This conclusion is not unequivocal, however, as the benefits of close to the work site of the novice teacher are real, and the positive influence that a large cadre of support providers can have on schools and districts is potentially quite important.

In part, our embrace of the full time model for support providers, despite the fact that this a marginally more expensive approach, lies in thinking about the third dimension of quality support provision – the creation of the time needed by support providers to do their support work. There needs to be enough time and at the right time for support work to have the needed impact. There are too many stories of low frequency contacts between support providers and novice teachers for this issue to go unaddressed. Moreover, as our statistical modeling of intern and participating teacher survey responses evaluating the effectiveness of their program experiences amply demonstrates, providing quality and timely support is probably the most significant factor in determining whether these novice teachers feel that their program experiences have been successful.

Focus on distractions to quality support provision

Once management has secured motivated and trained support providers who have the time needed to assist the new teachers, attention should be given to aspects of the BTSA and intern programs that are tending to distract support providers from attending to this important work. Here the two programs are quite different. BTSA support providers report being distracted by an accountability program that focuses heavily on providing evidence of program

implementation which leads to too much paperwork. The intern program goes too far in the other direction, there is often too little accountability and too little direction for support providers to really understand what is expected of them. Planning support work is just as important to this activity as lesson planning is to classroom support.

Focus on program management

There are several management decisions that would help secure high quality support provision in the intern programs. First, prevent late enrollment in the intern program by pre-service teachers who are pressed into service because districts have not accurately estimated staff needs or have not managed their recruitment and hiring processes well enough to get teachers on contract in time to allow them to prepare for this role by completing required foundational pre-service work in a timely way. Second, insist on timely appointment of support providers – perhaps by insisting that the granting of an intern credential is contingent upon providing the CTC with the identity of the person who is accepting responsibility for providing district support, then monitoring the adequacy of that support and preventing support providers who have been that in name only from being used in support of future intern credentials. Third, help school districts overcome the weak planning and late hiring processes that make raiding pre-service programs for intern teachers necessary.

BTSA program management is generally quite streamlined. There are, however, some programs and some school districts within consortium programs where the BTSA program managers do not have the status and respect needed to secure cooperation for the new teachers and their support providers. This concern is expressed in the Program Standards guidelines and has been reviewed where appropriate in the Induction Program Review process, so it is not entirely clear what more needs to be done, but this issue is important enough to deserve further study.

Question #4. What policy or program management decisions are needed to ensure that beginning (Induction) and intern teachers are prepared to address the needs of special populations of students – especially English learners and special education students?

Issues associated with addressing the instruction of special needs populations are quite clear in the BTSA program, and were described in this summary in answering question #1. To make the implications of that discussion explicit, we would make the following recommendations.

First, it seems appropriate to simply eliminate the technology standard as a standalone component of the BTSA program standards. We make this recommendation, not because

technology utilization is unimportant, but because it keeps changing faster than formal programs of preparation can cope with and school systems are moving at their own pace to incorporate new technologies and technology support into their routine management processes. Additionally, BTSA participating teachers are reportedly doing more to assist their support providers with new technologies than they are receiving help from them. By weaving appropriate use of technology into the other program standards, BTSA would be acknowledging that technology utilization is not an end in itself, but a vehicle for meeting other standards.

Second, there is a need to review and upgrade curricula and other methods for meeting the special populations and English learner standards. In their present form these standards are being met through training seminars that too often seem, to the participating teachers, to be a repetition of their pre-service training experiences.

Third, there is a need to differentiate training in meeting the needs of special populations and English learners based on the participating teachers actual classroom assignments. Rather than packing the entire training into the first two years, it would make sense to allow BTSA program completers to secure appropriately sophisticated and updated training as their teaching assignments bring them into contact with new language groups, ethnic sub-cultures or special needs students.

In the case of the intern programs, the issue of addressing special needs populations is particularly difficult to tackle. These teachers are getting much of the same training provided to pre-service teachers who do not have full classroom responsibilities, and they have very basic needs that BTSA participating teachers have already addressed. Nevertheless, without adequate preparation interns are often required to face a full range of student needs. For them the important thing is to be able to get help addressing the special needs they are facing on a daily basis, and must perforce let larger issues be put off until later. And with half the interns in the state working with special education students, their need for training and support is focused quite tightly. For this group of new teachers one can only recommend that more help be made available to them and that they be empowered to insist on having that help when it is needed most.

Question #5. What state, regional and/or local administrative structures could improve the support services for Induction and intern teachers?

Two program structures found in the BTSA program are models of effective program organization and improvement that are to be commended to for use in the intern programs and probably for a number of other state-sponsored program initiatives. The first is the

development of a series of Cluster Regional Directors located within six geographical regions of the state for the purpose of providing guidance, direction and support to local BTSA programs

The BTSA Induction program's Cluster Regional Directors (CRDs) constitute a program management and consulting group comprised of a dozen experienced BTSA leaders that are funded separately from the local BTSA programs and serves as an intermediate governance structure – separate from the state Task Force which consists of official representatives from the California Commission on Teacher Credentialing and the California Department of Education (the state agencies jointly responsible for overseeing BTSA funding, policy and regulations). Because they are hired by local education agencies, they see themselves as responsible for supporting local programs, facilitating their improvement, and representing their interests to local school districts and to the state BTSA Task Force. Moreover, because they are separately funded, and do not work for the same local district officials that manage the various local BTSA programs, these Cluster Regional Directors (CRDs) are also able to critically appraise the appropriateness and effectiveness of the local programs with whom they work.

Over time, the CRDs have become the primary working group for monitoring BTSA program performance, developing new procedures, mechanisms, materials and guidelines for program improvement, and studying how issues affecting program success should be conceptualized and dealt with. There are two primary reasons why this governance mechanism looks like a very promising way of successfully joining state policy priorities with local program designs and implementation processes. First, and most importantly, by separately commissioning and funding the CRDs, the state has succeeded in creating a group of professionals who are neither caught up in the complexities of state level politics nor captured by the aims and interest of local program operators.

The second reason why the CRD structure has become important to BTSA and represents a promising strategy for state program governance rests in the size of the group and the method of selecting its leadership. With only twelve individual CRDs, strategically located throughout the state, with sufficient resources and autonomy to meet together regularly, and with the knowledge that their influence rests on their capacity for intellectual rather than political leadership, the CRDs have become an important Professional Learning Community.

The CRD structure for BTSA is underfunded and a significant augmentation to their funding is highly recommended. Additionally, if adequately funded, a similar structure would serve the Alternative Certification intern programs very well.

The second BTSA administrative structure which represents a powerful tool for program accountability and improvement is the Induction Program Review (IPR). The IPR process is both intensive and broad ranging. The central ingredient in the process is a 4-day visit by an IPR team consisting of four experienced BTSA participants (typically program local administrators and lead support providers from around the state). The IPR team is supported by one or two facilitators (typically one of the BTSA Cluster Regional Directors) whose job it is to facilitate team deliberations, remind team members of IPR guidelines, and work with the leadership of the program being reviewed to facilitate accumulation of the evidence to be reviewed by the IPR team. The IPR team members have participated in a one-day IPR training session during which they learn about how local program administrators are asked to assemble evidence regarding their program performance, and are briefed on guidelines for the conduct of the 4-day review.

Our evaluation team was quite impressed by the consistency and depth of commitment to the Induction Program Review process by local BTSA directors, the IPR review teams, cluster regional directors, local school officials, state level BTSA Task Force members and the various stakeholder groups involved in BTSA programs. While we had a number of observations about the limitations and diverse understandings of this mechanism that are found in the field (these observations are described in detail in the report section covering the IPR process), we concluded that this mechanism is valuable and should continue to be supported. Moreover, we felt that a similar process should be generated for the Alternative Certification intern programs whose operations are currently facing much too little review or pressure for improvement.

Question #6. What would be a sufficient level of funding for Induction teacher and intern programs, and what criteria should state agencies use to help facilitate legislative passage of appropriate funding levels? How is funding divided between infrastructure operations and direct support to new teachers? Is this division the most effective use of funds?

All conclusions regarding the adequacy of current funding levels for either the BTSA Induction or the Alternative Certification intern program are extremely tentative as fiscal data are not easily accessed and are not organized in ways that make it possible to readily connect expenditure patterns with important program outcomes. That said, for the BTSA programs, resources do seem to matter in relation to the BTSA participant experience – programs that record greater expenditures also tend to report higher participant satisfaction. But recorded budget amounts are so little regulated as to have relatively little meaning and other factors are so important in mitigating the relationship between how much is invested and perceptions as to how much is available. Such factors would seem important to understand from an efficiency

perspective, but are not well captured through current reporting or program monitoring and evaluation processes.

Given these limitations, the qualitative perceptions of local BTSA providers are that program resources are generally sufficient to allow them to implement the program in ways they deem effective. Hence, we have concluded that current data provide no basis for suggesting that current BTSA allocations are fiscally inadequate. With the exception of funding for the BTSA Cluster Regional Directors, available data provide no basis for deciding whether future funding should be substantially different from what is currently being provided.

With regard to using intern program fiscal data to estimate funding sufficiency, we must emphasize that the data currently collected are insufficiently defined and are not measured with enough accuracy to reliably address this question. Some estimates of funding levels and fund usage are developed in the body of this report, but they are quite speculative and the primary focus of our recommendations here is to take steps to improve data uniformity and recording accuracy.

From a practical standpoint, it is very difficult to conduct a reliable fiscal analysis or to interpret historical budget shifts when the only available budget records are found in paper files at the BTSA and intern program offices at the state capital. The lack of budget data with uniform reporting categories, in sufficient detail to track the consequences of alternative expenditure patterns for each local program, and in electronic data file formats that can be economically utilized for analysis will continue to stymie useful fiscal analyses until better financial data systems are developed. Both the intern and BTSA program directors need clearer instructions with regard to identifying and recording in-kind and local financial contributions to these programs. At a minimum, all programs need to accurately report the actual value of matching resources provided by the local program agency. Clearer instructions are needed on what can and cannot be counted as eligible matching contributions. Moreover, program reviews like the IPR need to request and analyze fiscal data in order to insure that it is maintained in understandable formats. Both intern and BTSA directors need clearer direction in the preparation of budgets, particularly in the allocation of program costs to standard accounting categories that will allow comparison of program expenditure patterns that can be linked to program outcome measurements.

Question #7. What, if any, revisions of the BTSA Induction and/or Intern Program Standards would facilitate increased teacher competency and/or reduce engagement in unproductive activities

The program standards for both the BTSA Induction and the Alternative Certification intern programs are clearly stated, thoroughly vetted by professional educators and grounded in a fairly widely supported body of research. The issues we found in reviewing the use of these standards had much more to do with how they are incorporated into program reviews and management decisions than with how they are conceptualized and written. There is one important exception to this generalization and that concerns the technology utilization standard in the BTSA Program Standards. After reviewing the text of the standard and the complaints about its use in the field we concluded that this standard should be abandoned as a stand-alone standard and be woven into the operationalization of other standards as appropriate. There are two reasons for this recommendation. First, the BTSA program staff are frequently behind rather than ahead of the technology needs of the participating teachers. Second, the utilization of technology is both being better taught in pre-service training programs and being better supported by local school districts than was the case when this standard was originally developed. The BTSA induction training programs are very tightly packed and the participating teachers are feeling much more need for advanced training in how to work with English language learners and special education certified children than for more technology training as a subject independent of these core instructional issues.

In implementation, there are two problems with the use of program standards that should be addressed through management and training within the BTSA program. First, there is too little attention to accounting in the accountability usage of these standards. That is, standards reviews are generally aimed at securing evidence of program attention to them with too little attention given to whether this attention is securing the desired outcomes. The second problem, seen vividly in the Induction Program Review process, is the tendency for subordinate elements in each of the standards to emerge as needing the same level of attention and evidence of compliance as the overarching standard. When local BTSA programs are asked to submit evidence of meeting more than a hundred discrete elements and standards, the result is an explosive disaggregation of their programs into a search for bits of evidence that have lost coherence as indicators of overall program quality. The BTSA programs should adopt the view that any program service or activity that deserves independent review is, by that fact, to be identified as a program standard. Or to put the point in the other way, that no standard should be judged to have not been met because evidence on one of its elements is not forthcoming.

We think that both of these weaknesses in the use of program standards could be fruitfully addressed if evidence were solicited in a matrix format, rather than on the standards one at a time. That is, if the assessment of evidence for meeting program standards were placed in a framework like the table below, it would invite an accounting of why submitted evidence should be considered appropriate to each standard.

Standards	Program Activity 1	Program Activity 2	Program Activity 3	... et cetera
Standard 1	Accounting for how Standard 1 is met			Accounting for how Standard 1 is met
Standard 2			Accounting for how Standard 2 is met	
Standard 3	Accounting for how Standard 3 is met	Accounting for how Standard 3 is met		
... Standard N	...etc.	...etc.	...etc.	

In this format, the evidence of enacting appropriate activities would be presented just once for each activity while the interpretation of how that activity meets diverse program standards would be presented in the appropriate cells of such a matrix of accountability data.

For the Alternative Certification intern programs, the program standards are equally clear, but since the accreditation process was suspended in 2002 there is very little in the way of accountability for meeting those standards built into the intern program management and policy systems. Staff at the CTC report that the accreditation system is being re-established, but there were no instances available for review during this study. A vigorous accountability system is strongly recommended, but in building an accountability system for the intern programs it will be important to remember that these programs are market driven and must maintain a level of service to both intern candidates and school districts that will allow this program to continue to broker intern teacher placement and supervision.

Question #8. What, if any, changes in laws, regulations and/or policies would help eliminate duplicative requirements, streamline and coordinate support services for beginning teachers and interns?

Redundancy and duplication of requirements are arising largely within the BTSA Induction program. Intern teachers feel a need for just about all the help they can get and rarely complain about any redundancies prior to encountering BTSA program requirements. The issues of redundancy and duplication are concentrated in two areas: completing training activities associated with meeting the induction standards (Program Standards 15 through 20), and finding activities associated with BTSA formative assessment systems repetitive, particularly repetitive with regard to recording the completion of various required activities.

Several of the problems of duplication and redundancy can be solved through updating the BTSA training curricula, particularly in the domains of work with special education students and English language learners. If the technology standard is maintained as a stand-alone program standard it should be possible for participating teachers to challenge requirements by showing that they can apply technologies appropriately within their classroom responsibilities and be excused from training on matters they have already mastered. Indeed, it would probably be very helpful to have a system of challenge exercises to allow participating teachers to challenge a number of program training activities.

At a more conceptual level, it is important that BTSA program staff come to recognize that the distinction between skill development and skill application that is frequently used to justify requiring participating teachers to engage in activities that they feel they have already mastered is more mystique than reality. Pre-service teacher trainers simply do not believe that they are providing skill development in the absence of skill application, and the BTSA program staff are finding that they must be just as concerned about skill development as about application because incoming participating teachers are often not able to learn applications because they lack needed skills and must learn them as well as apply them. In the final analysis a skill that cannot be applied is not yet learned. It may be important to impress this truth more forcefully in pre-service training programs, but the question of how important that might be is beyond the purview of this evaluation study.

Recommendations for Policy and Program Improvement

Based on the work summarized above, the study team has developed 23 concrete policy and administrative recommendations summarizing our judgments regarding how best to enhance and improve California's BTSA Induction and Alternative Certification intern programs. The recommendations are organized according to the topics that each addresses.

Recommendation #1: Improve Data Management

Program evaluation and improvement can be only as effective as the comprehensiveness, reliability and accessibility of the data upon which they are based. Data must not only be accessible and reliable it must also be structured in ways that allow both comparisons across program functions and local program sites and across time and levels of analysis. The data required need to include program resources, operational characteristics and attainment of outcomes. For the California BTSA Induction and Alternative Certification intern programs, present data systems are desperately inadequate. Fiscal data are difficult to access, inconsistently categorized and inadequately reported. At the state level, student achievement data are only available in aggregated files that preclude tracing the effects of teacher efforts,

program designs, contextual constraints or longitudinal change. Teacher retention data that could be utilized to address this issue are inaccessible from state data files and must be collected by hand by individual BTSA programs. Program operational data are reasonably well developed but cannot be connected to fiscal inputs, contextual constraints or outcome data measuring student achievement or teacher performance. For all these reasons:

It is recommended that the California Department of Education and the Commission on Teacher Credentialing create a joint task force that includes individuals with substantial program evaluation expertise, support this task force with adequate resources, and commission the task force to develop a comprehensive and systematic data management plan for the BTSA and intern programs. With this plan in hand, staff with data management expertise should be mandated to provide the recommended data elements and linkages.

Recommendation #2: Improving BTSA and Intern program designs

There are a number of steps that can be taken to improve the design and operation of these two programs. Hence this recommendation comes in eight parts:

Recommendation 2A: Strengthen focus on performance and capacity building

There has been a drift toward defining program quality in terms of compliance with program standards that threatens the intended aim of raising teacher performance and professionalism. This is exacerbated by a not entirely convincing assertion that BTSA training focuses on skill application while pre-service training focuses on theory and abstract skill development. Program standards should urge more documentation of teacher performance and less recording of program implementation practices.

Recommendation 2B: Support Provider training

Careful matching of support providers with beginning teachers in both the BTSA and intern programs is an appropriate first consideration. Of equal importance, however, and not always adequately supported in either program, is providing support providers with the skills needed to make their work with new teachers effective. Support providers need significant training in such skills as: observation and analysis of instruction, peer coaching, adult learning theory, trust building, reflective conversations, diagnosis of instructional practices, conflict management, teacher legal rights and obligations, etc. It is recommended that local programs give preference to the employment of well trained full time support providers in order to assure that beginning teachers have access to high quality assistance. It is also recommended

that the cost-effectiveness of this approach be given careful review once data management systems make monitoring impact on student achievement possible.

Recommendation 2C: Enroll interns in the BTSA early completion option

Interns who have acquired their preliminary credential enter BTSA with significantly different prior experiences than those of other preliminary credential holders. They should routinely be given access to a BTSA early completion option. Beyond that, because issues of practice are paramount during their training period, interns can easily end participation in this program without some of the theoretical and conceptual foundations that power professional innovation in the classroom. Consideration should be given to providing graduates of intern programs with access to advanced conceptual and theoretical training as part of their BTSA experience.

Recommendation 2D: Reduce BTSA paperwork and documentation

Too many BTSA program participants (at all levels, but especially the participating teachers and their support providers) see documentation of program participation as requiring repeated filling out of forms that have little or nothing to do with the quality of the participation experience itself. A concerted effort needs to be made design program participation activities that are self-documenting so that the artifacts of participation, rather than separate documents reporting participation, become the evidence used to evaluate program compliance.

Recommendation 2E: Evaluate alternative Intern program designs

Intern programs having evolved in diverse ways now display designs that serve different purposes and provide quite different services to the interns and to the public school system. It is important to recognize these differences and formulate policy guidelines regarding which ones deserve continued funding. This report describes four distinct types of intern programs. While more detailed study would be required to make strong recommendations, the data collected in this study suggest that the program designs aimed at filling classrooms as quickly as possible and those aimed at lowering the effort and financial costs for teacher candidates are probably much less valuable to the state of California than are those that emphasize fitting teacher trainees to the needs of the district where they are being trained and those that see internship as an opportunity to dramatically intensify the amount and quality of teacher pre-service training. Our study team was particularly impressed by an intern program decision to limit interns to substantially less than full-time employment so that their training could be given highest priority. On the basis of the case studies conducted for this report, we would recommend that this option be considered for all interns.

Recommendation 2F: Control Intern enrollment options

Children are put at risk, teacher training is undermined and California is not well served when intern credentials are sought and granted on or after the opening day of school. Except for special cases where intern credentials are given to individuals who have been enrolled for some time in a pre-service program, this practice should be forbidden. If it is not, the arguments of those who are challenging the federal decision to consider intern credential holders to meet the No Child Left Behind requirements of “highly qualified” are likely to become persuasive.

Recommendation 2G: Strengthen support provider commitment to interns

Stronger local school and district commitment to providing interns with trained and capable district-based support providers is needed. It would probably help if the local support provider had to be identified by name and qualifications at the time the intern credential is awarded. Part of the problem is financial, the BTSA program is better funded and can afford to out bid intern programs for the services of quality support providers.

Recommendation 2H: Strengthen intern program accountability

Intern programs have been far less seriously evaluated than the BTSA programs and have hardly been evaluated at all since the CTC had to discontinue accreditation in 2002. In addition to the much anticipated revitalization of the accreditation process, however, it is recommended that the intern program adopt the BTSA model and create a system of regional staff (e.g. Cluster Regional Directors) who can provide ongoing coordination, support and program evaluation.

Recommendation 2I: Assure formal training for intern support providers

Support provider training for local intern support providers is important and typically neglected. Although interns have faculty based supervision from the sponsoring agency, their needs are legion and the local district support provider, if properly trained and motivated, can provide invaluable assistance. Formal training for district support providers should be included along with their explicit identification as part of the sponsoring agency’s responsibilities – adequately funded, of course, or neglect of this duty can be expected.

Recommendation 2J: Complete work already underway to revise formative assessment instruments

It is already clear to BTSA program staff members at all levels that some aspects of the state approved formative assessment systems are cumbersome and focused too much on

documenting activities. Completion of the revised formative assessment system underdevelopment will be much appreciated by staff and participating teachers alike.

Recommendation #3: Program Standards Modifications

Although program standards are part of the overall program design, they are important enough to be treated separately here. We make four recommendations related to the content and use of program standards.

Recommendation 3A: Delete the standalone technology standard

It is recommended that BTSA do away with the technology standard as a standalone program standard and, instead, incorporate appropriate references to technology utilization into other program standards. As argued above, these technologies change rapidly and new teachers often have leap-frogged past their support providers. This approach recognizes that technology utilization is not an end in itself; it is a means to realizing other program goals.

Recommendation 3B: Revise and upgrade the content of the English Learner and Special Populations BTSA standards

Testimony from BTSA participating teachers makes clear the importance of revising and upgrading training associated with these two standards. They are recognized as addressing fundamental classroom needs and new teachers feel the need for more sophisticated training in both areas. Present content too closely parallels pre-service training.

Recommendation 3C: BTSA needs to re-think the relationship between program standards and the elements that compose them

It should be recognized that any element aspect of BTSA program operations that needs to be independently evaluated constitutes a program standard and should be characterized as such. Any interpretive element that is intended to convey to program managers the underlying character or the multiple dimensions of a program standard is appropriately characterized as an “element” within the standard it elaborates. Standards should be embedded within the program review and evaluation process in ways that lead them to be reviewed holistically. When this principle is applied, BTSA leadership should quickly recognize that identifying more than a hundred standards for program reviews will undermine program integrity and lead to a “check off” approach to program accountability. Twenty or so standards is about all that can be independently monitored and held in mind as benchmarks for program implementation.

Recommendation 3D: Intern program standards need more careful monitoring

Intern program standards, designed as they are to parallel the standards for all pre-service programs are clear enough, but there are inadequate mechanisms for determining whether they are being met. Intern programs need more routine review and assessment of the adequacy with which standards are being met.

Recommendation #4: Adjusting program recruitment and participation

Several issues regarding participation in both the BTSA and Intern programs should be considered.

Recommendation 4A: Encouraging second career and internal promotion for intern programs

Although there has been notable success in the recruitment of second career candidates into the intern programs, more should be done to bring this opportunity the attention of potential candidates. This can best be done through a statewide public awareness program; local programs have a hard time getting media attention or access to the places where second career decisions are being made.

Intern programs have been particularly successful in providing promotion opportunities for individuals already engaged in public education as paraprofessionals or substitute teachers. Again more could be done to encourage this group to see internship as an opportunity for promotion. And this group is a particularly rich source of individuals from diverse backgrounds. Here districts are the target for recruitment efforts and state level support for reaching out to his group would be productive.

There is one group that is well represented in the intern programs that would probably be better served through scholarships or other forms of assistance to participate in full time teacher preparation programs. That is the group of recent college graduates who are coming from families with limited ability to support them through the teacher preparation process. These students, often from the first generation in their families to graduate from college and typically more ethnically diverse than other pools of teacher candidates are likely entering the intern programs out of financial need rather than preference for this kind of training. It is in the interest of the state and of the children they serve to provide access to teaching in ways that are less stressful for this group.

Recommendation 4B: Providing better support to the interns not in funded programs

One of the surprises in this study was the discovery that more than 25 percent of California intern credential holders are not supported in funded intern programs. While some members of this group are, no doubt, functioning comfortably and at a high level of success, most of the group is nearly invisible to state officials and their effectiveness is uncharted. It is quite likely that many of these interns are in need of support at a level similar to that being provided in the funded programs. The state should commission a careful study of this intern group and develop appropriate mechanisms for insuring that they receive the support they need.

Recommendation 4C: Providing better support to new teachers not eligible for BTSA

Another surprise in the data collected for this study is that a substantial proportion of the teachers entering the BTSA program have already worked for a year or more in California schools before becoming eligible for this program. State policy makers need to take a careful look at this cadre of new teachers and develop mechanisms to provide them with appropriate support *as they earn the credentials needed to become BTSA participants*.

Recommendation #5: Improving program management and governance

There are several adjustments to program governance and management that could improve overall effectiveness.

Recommendation 5A: Make sure program managers have needed status with district officials

To assure that new teachers get the support they need and are given the opportunity to benefit fully from participation in BTSA or intern programs the managers of these programs need to be seen as important executives in the districts or universities that employ them. In working with sponsoring agencies, it would be helpful if stronger efforts were made to assure that program managers are given the status and authority they need to coordinate support, integrate BTSA and intern program activities into the school systems' overall professional development efforts and maintain control over budgets and resource allocations. Difficulties with status are not frequent, but when they arise they are important.

Recommendation 5B: Expanding the Regional Coordinator concept to the intern program

As detailed in the body of this report, the Cluster Regional Director structure for BTSA has had important positive benefits for this program. A similar structure should be created for the intern programs.

Recommendation #6: While overall funding levels appear adequate, three important adjustments are needed

In addition to creating a much more useful fiscal record keeping system, there are two relatively simple adjustments in financing that would help improve program operations.

Recommendation 6A: Increase funding for the BTSA Cluster Regional Directors

These key individuals are obviously under resourced to the extent that funding limits their effectiveness. It is not easy to say how much additional funding would be cost effective, but a 50 percent increase in funding for this group is probably justifiable. Although detailed budgets were not studied, it appears that the state BTSA Task Force is also significantly underfunded.

Recommendation 6B: Equalize support for interns and BTSA teachers

One of the negative consequences of lower level per-teacher funding for intern teachers is that it puts this program at a disadvantage in recruiting and compensating support providers. Both programs are reporting significant difficulty in recruiting support providers, but the intern programs seem to be losing out in the competition for needed talent.

Recommendation 6C: Raise compensation for support providers

While money should not be the most important consideration in becoming a support provider for new teachers, it is becoming increasingly clear that the amount of compensation provided is not enough and programs are having a hard time securing talented professionals to do this important work. Increased compensation will be particularly important when steps are taken to substantially improve support provider training.

Appendix D2iv.II

Los Angeles USD Leader Pipeline Development Program Overviews

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

LAUSD Leader Pipeline Development Program Overviews

Leadership Excellence through Administrator Development (LEAD)

Program Description

The LEAD program identifies, recruits, and prepares a cadre of highly qualified future administrators who, upon successfully completing all phases of the program, are eligible for administrative positions in under-performing schools.

Applicants must possess a Preliminary Administrative Credential (Tier I) and have at least one year of verifiable experience in a non-classroom leadership position such as coordinator, instructional coach, dean, etc.

Program Curriculum

Seven Leadership Development sessions focused on developing instructional leadership and school management through the interaction of the core components listed below and the six leadership behaviors (planning, implementing, supporting, advocating, communicating, and monitoring) aligned to the LAUSD Leadership Dimensions and the ISLLC and CPSEL leadership standards.

The LEAD curriculum includes:

- Leadership Development
- Data-Based Decision Making
- High Standards for Student Learning (including a Closing the Achievement Gap Retreat)
- Quality Instruction/Investing in Teacher Quality
- Supervision of Instruction
- Leading in a Safe and Violence Free Environment
- Fiscal Responsibility
- Parent/Community Engagement

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

Principal Leadership Academy (PLA)

Program Description

The Principal Leadership Academy is a one year leadership development program designed for principals serving within the first year of their new assignment.

The program includes professional development focused on developing principals who are equipped to cultivate and maintain school processes and conditions that include rigorous academic standards, high-quality instruction, and a culture of collective responsibility for all students' academic and behavioral/social success.

Program Components

The program consists of three researched-based key program features:

1. A four day Summer Service Boot Camp designed to:
 - prepare principals for their new assignments
 - develop their concept of leadership and introduce a conceptual framework for their leadership practice
 - assist principals in becoming reflective of their leadership practice
 - assist principals in beginning the process of strategic planning
 - provide training in leading a safe and violence free environment and staff relations policies and procedures.
2. Five professional development sessions (aligned to the Interstate School Leaders Licensure Consortium Standards, 2008, California Professional Standards for Educational Leaders, and the National Staff Development Council Standards for Staff Development) designed to develop the six key leadership behaviors (planning, implementing, supporting, advocating, communicating, and monitoring) to implement the components listed in the curriculum below.

Principal Leadership Academy (PLA) Curriculum

The curriculum is focused on learning to develop instructional leadership and school management through the interaction of the core components listed below and the six key behaviors (planning, implementing, supporting, advocating, communicating, and monitoring):

- Effective Leadership
- Staff Relations and Procedure
- Data-Based Decision Making/Problem Solving Strategies and Techniques
- High Standards for Student Learning
- Quality Instruction in Literacy and Mathematics
- Investing in Teacher Quality/Supervision of Instruction
- Supervision of Instruction
- Leading in a Safe and Violence Free Environment
- Fiscal Responsibility
- Parent/Community Engagement

3. Mentoring provided by the Leadership Academy staff

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

Master Program Institute (MPI)

Course Description

Five professional development sessions (aligned to the California Standards for the School Counseling Profession, Interstate School Leaders Licensure Consortium Standards, Los Angeles Unified School District Leadership Dimensions, and the National Staff Development Council Standards for Staff Development) delivered over a 5-week period designed to build the capacity of those responsible for the development and implementation of the master program. Special attention will be placed on building the capacity of the participants in the six key leadership behaviors (planning, implementing, supporting, advocating, communicating, and monitoring) in order to provide equitable access and programming to core curriculum and A-G requirements for all students including English Learners, Students with Disabilities, Gifted and Talented students, and Standard English Learners. Mentor support is provided by trained retired Assistant Principals Secondary Counseling Services (APSCS's).

Institute Curriculum

Session 1: Building a College Prepared and Career Ready Master Program

- “Through New Eyes” Examining the Culture of Your School
- Management of Counseling Staff
- Enrollment Forecasting Procedures
- Norming Policies and Procedures
- Multiple Pathways to Graduation

Session 2: Effective Staffing Guidelines and Procedures

- Master Schedule Structures: (4 x 4, traditional, etc.)
- Teacher Credentialing/Staffing for Success
- UTLA Bargaining Agreement
- Cumulative Handbook

Session 3: Data-Based Programming/Response to Instruction and Intervention (RtI2)

- Secondary Math
- Secondary Literacy
- English Learners
- GATE

Session 4: Middle School Master Program Practicum

- SSIS and Student Programming
- Equity and Access/Special Education
- Personal Learning Communities
- Algebra Program
- Intervention Programs

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

Session 5: High School Master Program Practicum

- Equity and Access/Special Education
- A-G Requirements
- Small Learning Communities/Academies/Small Schools
- Career Technical Education
- Physical Education
- Bell Schedules

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

Teacher Leader Certification (TLC) Program

What is the Lead New Teacher Support Provider Teacher Leader Certification (TLC) program?

- A cohort-based LAUSD instructional leadership program designed to develop a cadre of LAUSD Lead New Teacher Support Providers in partnership with Mount St. Mary's College.
- Selected participants will complete university coursework in advanced curriculum design and evaluation, creating inclusive and motivating classroom environments for all students, effective practices for coaching and mentoring teachers, teacher leadership in professional development, parent and community engagement and special topics related to teacher leadership.
- During this program, participating Lead New Teacher Support Providers will receive individualized mentor support from their current principal and guided leadership development from the Teacher and Administrator Development Branch staff.

Participants will be responsible for completing all course work and experiences outlined in the LAUSD Teacher Leadership Practicum Guide, which culminates in four electronic portfolio presentations that provide evidence of ongoing exemplary instructional leadership. Upon completion of each class, participants may submit an official transcript which can be applied toward advancement on the salary schedule.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

Learning Teams

The Mission of Learning Teams is to improve student achievement. We provide ongoing support to teachers and administrators as they collaboratively engage in a recursive cycle of inquiry, which allows educators to refine their practice while examining effective ways of addressing student needs.

Our vision for Learning Teams is to foster a culture of learning and growth for all students and all adults throughout the LAUSD. We guide content-alike groups in using a research-based protocol that incorporates data to:

- identify and target specific, standards-based student needs;
- create objectives that will demonstrate mastery of the needs;
- examine and select the most appropriate materials and strategies to address those needs;
- design detailed, standards-driven lessons;
- commit to the faithful delivery of collaboratively developed plans;
- examine resulting student work and identify elements of instruction that contributed to the strengths in that work and identify continuing student needs;
- re-assess needs and objectives in relation to student work to determine how to proceed.

Learning Teams assists teachers in building their capacity as researchers of their own practice and agents of their own professional development by engaging them in a continuous cycle of improvement in the course of their regular classroom practice. By focusing on successful accomplishment of a series of simple goals, workgroups are able to tailor instruction to meet the specific needs of their students in each unique school setting. Core instruction is strengthened and interventions are built into core curriculum, providing equity and access to quality instruction for all students. As we learn about and improve upon our practice, we guide students at all levels and from all backgrounds forward towards success.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Teacher and Administrator Development Branch

New Administrator Program

Program Description

The New Administrator Program was developed to provide a foundation of knowledge and leadership skills for Assistant Principals. The program is designed to afford the highest quality professional development for new Assistant Principals in our District giving training and support critical to an administrator's success. The program allows each administrator to build his or her own leadership style.

All new assistant principals will be required to participate in the New Administrator Program by attending twenty-four classes during the first year of their assignment. This program has been designed to provide meaningful and practical professional development on topics that have been identified through a variety of needs assessment activities and are aligned to the California Professional Standards for Educational Leaders and to District priorities.

Program Curriculum

The curriculum of the New Administrator Program is organized into four focus areas: Leadership and Influence, Curriculum and Instruction, Supervision of Instruction, and Operations/Technical Support. Classes are based on case studies with practice in application included in each session. Modules of instruction include: leadership development, effective use of data to improve student achievement, student learning, parent and community partnerships, investing in teacher quality, supporting new and continuing teachers, conducting effective observations and investigations, managing finances, school safety, maintenance and operations, differentiating the curriculum, instructional and behavioral interventions, legal issues and supervising classified personnel.

Appendix D3i.I

Overview of Current Initiatives to Increase the Percentage of Effective Teachers Teaching in Hard-to-Staff Schools, Subjects, and Specialty Areas

Overview of Current Initiatives to Increase the Number and Percentage of Effective Teachers Teaching in Hard-to-Staff Schools, Subjects, and Specialty Areas

Incentives for Teaching in Hard to Staff Schools

- The Assumption Program of Loans for Education (APLE) provides up to \$19,000 in outstanding loan forgiveness for teachers who agree to work in schools in deciles 1-5 of the API (E.C. 69612.);
- The Teaching as a Priority Block Grant (E.C. 44735.) offers competitive grant awards to school districts that provide incentives (signing bonuses, housing subsidies, etc.) for credentialed teachers to both work and remain in high-priority schools (those ranked in the bottom half of API distribution).¹
- The National Board for Professional Teaching Standards Certification (NBPTS) Incentive Program (E.C. 44395.) awards grants to districts to allow them to pay teachers up to \$5,000 over four years (\$20,000 total) if they attain National Board certification and agree to teach at a high-priority school for at least four years;
- The Certificated Staff Mentoring Program (E.C. 44560-44562.) offers an annual stipend of \$6,000 to experienced mentor teachers who agree to teach in a priority school and assist interns and beginning teachers during their first years of teaching;

Recruitment and Training Programs that Target Hard to Staff Schools, Subjects and Specialty Areas

- *Alternative Pathways that focus on shortage areas.* The State's Commission on Teacher Credentialing (CTC) oversees several teacher development programs to prepare individuals who want to start a career as credentialed teachers in California public schools. A key goal of these programs is to meet the demand for bilingual and special education teachers as well as address shortages in areas such as mathematics and science. These programs have successfully graduated a high number of participants, many with certification in shortage areas. California's most extensive such programs are the intern programs. In 2008/09, a total of 7,962 interns participated in 68 funded programs. While internships may be completed in any credential area, a large proportion of those in intern programs are pursuing credentials in shortages areas. For example, in 2008/09, 50 percent were pursuing an education specialist credential that would authorize teaching special education students and nearly half of the 2,869 interns pursuing single subject credentials were pursuing the core curriculum courses of Math or Science.²
- *The Paraprofessional Teacher Training Program (PTTP)* particularly emphasizes shortage areas. In operation since 1995, PTTP (E.C. 44390-44393.) aims to both create local career ladders and help teacher aides, assistants and paraprofessionals earn their Bachelor's degree and enter a teacher preparation program. In 2008/09, 53 percent of the 1,705 PTTP participants sought bilingual or special education authorizations. Program reports in 2008 show that of the 1,708 program graduates, a total of 1,558 (92%) are current California public school employees.³
- *Higher Education Science and Mathematics Initiatives.* The State's higher education sector oversees programs focused on increasing the pool of candidates interested in teaching in STEM fields. UC, CSU, and California community colleges have statewide programs designed to

¹ Now part of the Professional Development Block Grant.

² California Commission on Teacher Credentialing (2009). *Professional services committee: Update on Funded Teacher Development Programs*. Sacramento, CA. Author. Retrieved on December 3, 2009 from <http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf>

³ <http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf>

increase the number of qualified math, science, and engineering teachers in California with the support of public and private partners. Key strategies include creating new credential pathways within IHEs, providing financial support to students, and expanding the number and diversity of candidates with undergraduate STEM classroom experience. Between 2005 and 2009, a total of 4,235 students have participated in the UC initiative with an additional 760 participating in the first three years of the community college feeder program. Based on a survey of 471 participants in 2008-2009, 81% said they were interested in becoming a science or mathematics teacher and 83% had a positive opinion about the field experience. At CSU, since 2003 the increase in annual preparation of math and science candidates has been 77%, the total number of new math and science teachers who earned credentials on CSU campuses between 2003 and 2009 exceeds 7,000.

- *ENCORPS* recruits and trains retirees for math and science positions in low-income middle and high school districts across California. EnCorps recruited 130 candidates for underserved high schools in the Bay Area and Los Angeles in 2008/09.⁴ Fifty are now classroom teachers, while the rest are continuing their guest teaching.
- *Principal Leadership Institute* (PLI), a program designed to recruit, train, and support a diverse group of individuals committed to the principles of academic excellence, equity, and integrity as a way to maximize achievement and opportunity for students in urban schools. The PLIs at UCLA and UC Berkeley have a rigorous 15-month program aligned with the California Professional Standards for Educational Leaders (CPSEL). The programs grants a Master's degree and completion of the courses required for the California Level I Administrative Credential. The total number of PLI graduates in the first 9 cohorts 2000-2009 is 741.

Credentialing reforms

In recent years the several pieces of legislation have simplified the process of earning a teaching credential. The resulting changes have:

- Streamlined testing requirements for prospective teacher candidates; required a review of duplicative credentialing requirements;
- Made it easier for teachers who hold credentials from outside the state to earn a credential in California; in fact, California is the first state to provide California credentials to out-of-state teachers based on equivalent experience or requirements. Equivalence is determined either by successful teaching experience (for veteran teachers) or completion of equivalent requirements (for new teachers).
- Added the "Eminence Credential," which eases entry into the teaching profession for individuals who are recognized as having knowledge and skill in their profession that is beyond that typical of their peers.
- Modified the requirements for the Level I and Level II Career Technical Education (CTE) and special education credentials, easing the pathway for career professionals who want to become teachers.
- Embedded preparation to teach English Learners into all Level I credentialing programs, so that all new teachers acquire the knowledge and skills to provide high quality instruction to those students and do not have to take extra course work to obtain this training

Quality Education Improvement Act (QEIA)

QEIA requires that, by the end of the 2010/11 school year and thereafter, the average teacher experience level in QEIA-funded schools must equal or exceed the district average for a comparable grade span (elementary, middle, or high); schools were required to be one-third of the way toward meeting this

⁴ <http://www.encorpsteachers.org/index.cfm/page/aboutus>

requirement by the end of 2008/09 and must be two-thirds of the way by the end of 2009/10 school year.⁵ Through the 2008/09 reporting, QEIA schools have met or exceeded their targets for teacher qualifications—100% of the 462 participating schools have ensured that 1/3 of core classes are taught by teachers that are HQT as defined by the federal requirements and 100% are at least 1/3 of the way in reaching the average teacher experience target for the school district. This information serves as evidence that the mechanisms for ensuring compliance by participating schools set in place by QEIA are effective in enforcing the program targets. (However, because information about the nature of principals of QEIA schools hired is not collected, such conclusions cannot be drawn with respect to leadership).

Compliance, Monitoring, Interventions and Sanctions (CMIS)

The CMIS program began in 2006 with a pilot program and is currently in its third cycle. Under the current provisions, districts are required to write a plan for equitable distribution that reviews four components: (1) teacher qualifications (2) teacher experience (3) recruitment and retention policies and (4) administrator experience. LEAs with approved plans from previous years submit monitoring documents electronically each year until the provisions of equitable distribution are met. Districts in CMIS are provided with technical assistance by the CDE as well as county offices of education to collect data, identify areas of need in each of the four requirements, and formulate plans for improvement. In June of 2010, districts will begin using a newly created online data collection tool. Districts will upload experience and retention data into forms that are pre-populated with percentages of poverty, minority, and student achievement levels (API, etc). The system will then determine if the provisions for equitable distribution are met, and the district-level results will be publicly reported.

⁵ E.C. 52055.740.

Appendix D3i.II

SB 955 (Huff) Summary

SENATE COMMITTEE ON EDUCATION
Gloria Romero, Chair
2009-2010 Regular Session

BILL NO:	SB 955		
AUTHOR:	Huff		
AMENDED:	April 13, 2010		
FISCAL COMM:	No	HEARING DATE:	April 21, 2010
URGENCY:	Yes	CONSULTANT:	Beth Graybill

SUBJECT: School districts: Certificated staff.

KEY POLICY ISSUE

Should the Legislature change various statutes governing the dismissal, layoff, and reemployment of certificated educators?

SUMMARY

This bill, an urgency measure, makes various changes to statutes governing staffing notification deadlines, layoff and dismissal procedures, and reemployment preferences pertaining to certificated educators.

BACKGROUND

Probationary employees

Existing law provides that a probationary employee becomes a permanent employee after completing two consecutive school years in a position requiring certification. School districts must notify probationary employees of a decision to elect or non-elect for permanent status by March 15th of the employee's second consecutive year of employment by the district. During the period of probation, an employee may be dismissed without cause. (Education Code § 44929.21)

Layoff and reappointment

Existing law requires districts to provide preliminary notification of layoff by March 15th of the year prior to a layoff and provide final notice by May 15th. Existing law requires districts to terminate employees in the inverse of the order in which they were employed. Districts may deviate from the order of seniority if:

- 1) The district demonstrates a specific need to teach a specific course or course of study, or to provide services authorized by certain services credentials and the retained individual has the specific experience or training required to meet that need, or
- 2) For purposes of maintaining or achieving compliance with constitutional requirements related to equal protection of the laws. (EC § 44949, § 44955)

Suspension and dismissal

Existing law prohibits the dismissal of a teacher on permanent status except for "cause," which includes but is not limited to immoral or unprofessional conduct, conviction of a felony or any crime

involving moral turpitude, unsatisfactory performance, or evident unfitness for service. (Education Code § 44932)

Existing law specifies the process by which suspension and dismissal proceedings must abide. Districts provide the employee with notice of the intent to dismiss. In general, the dismissal becomes effective at the end of 30 days unless the employee demands a hearing. Additional procedures may apply when charges are filed for unsatisfactory performance. Under most situations, employees who have been notified of a district's intent to suspend or dismiss receive their full pay until a final decision is made regarding their suspension or termination. (EC § 44934, § 44938 and § 44944)

Existing law requires school districts to place an employee accused of certain crimes on a compulsory leave of absence. An employee placed on a compulsory leave of absence must be paid his or her regular salary during the leave period if he or she furnishes a suitable bond or other security as a guarantee that the employee will repay the salary if the employee is convicted of the charges. (EC § 44940.5)

Existing law requires suspension and dismissal hearings to be conducted by a Commission on Professional Competence (CPC). Current law specifies that a CPC consists of an individual chosen by the employee, an individual chosen by the school district, and an administrative law judge who serves as chair. The members of the CPC may not be employees of the district and must have at least five years experience (within the last ten) in the discipline of the employee. The CPC must issue a written decision containing findings of fact, determination of the issues, and a disposition of the action. By law, the decision of the CPC is deemed to be the final decision of the governing board, although the decision may be reviewed by a court upon request by either the employee or the school district. (EC § 44944)

ANALYSIS

This bill, an urgency measure, makes various changes to statutes governing the non election of probationary employees, for cause dismissal proceedings, and the layoff and reappointment of certificated employees:

Probationary employees:

- 1) Changes the deadline by which the governing board of school district must notify probationary employees in their second consecutive year of service of the decision to reelect or not elect the employee for the succeeding school year from March 15 to June 15.

Dismissal for cause

- 2) Specifies that employees requesting a hearing are deemed to be terminated by the initiating district as of the time the governing board votes to approve an agenda item to dismiss the employee.
- 3) Repeals the prohibition against providing notice of a dismissal or suspension between May 15th and September 15th in any year, thereby allowing dismissals and suspensions to occur during the summer.
- 4) Deletes the four-year evidence rule pertaining to testimony or evidence introduced in a dismissal or suspension proceeding.

- 5) Modifies the Commission on Professional Competence process and authorizes governing boards to establish a Commission on Professional Competence (CPC) by one of two methods:
 - a) Three-member Commission: Comprised of an administrative law judge (ALJ), one member to be selected by the governing board, and one member to be selected by the employee. Specifies that the ALJ serves as chair and a voting member of the Commission and requires members selected by the governing board and employee must hold a current, valid credential and have at least five years' teaching or administrative experience.
 - b) ALJ Commission: Consisting solely of an administrative law judge.
- 6) Requires the decision of the CPC to be advisory to the governing board and requires the final decision regarding the discipline of the employee to be determined by action of the governing board of the school district.
- 7) Authorizes the ALJ to recommend a suitable compensatory remedy, including back wages and benefits if the employee is reinstated. Specifies that an employee who is reinstated either by the governing board or a court of competent jurisdiction is entitled to reasonable back wages and benefits.

Layoff and reappointment

- 8) Repeals the March 15th deadline by which districts must provide certificated employees with preliminary notification of a lay off.
- 9) Repeals provisions establishing a process for pre-termination due process hearings for certificated employees.
- 10) Authorizes governing boards, when determining the order of termination between employees who first rendered service on the same date to consider distinctions based on performance evaluations.
- 11) Adds conditions in which a governing board may deviate from the order of seniority by authorizing a school district to "skip" on the basis of:
 - a) Performance evaluations whereby employees with superior evaluations are retained over those with inferior evaluations.
 - b) Employees assigned to a school site that has been selected by the governing board for exemption from certificated reductions in force, based upon the needs of the educational program.
- 12) Authorizes a governing board to exercise its discretion in developing an evaluation process that shall apply to the entire class that is subject to the reduction in force.
- 13) Authorizes a school district, county office of education, or a charter school to assign, reassign, and transfer teachers and administrators based on effectiveness and subject matter needs, without regard to years of service.
- 14) Deletes provisions in current law requiring teachers who have been terminated as a result of a reduction in force and who substitute more than 21 days within a 60 day period to be compensated retroactively at an amount not less than the amount the employee would receive if he or she were being reappointed.

Urgency

- 15) Declares this act as an urgency statute in order to implement statutory changes to implement the Budget Act of 2010 at the earliest possible time.

STAFF COMMENTS

- 1) Need for the bill. In his 2010-11 Budget proposal, Governor Arnold Schwarzenegger included several reforms aimed at providing greater flexibility to schools to allow them to protect classroom spending and build on reforms embodied in President Obama's Race to the Top Initiative. This bill, sponsored by the Governor, implements many of the proposed reforms. According to the author, this purpose of this bill is to relieve the cost pressures and impacts of current statutes that govern suspension and dismissal proceedings, teacher seniority and layoffs, staffing notification requirements, and preferred rights to substitute service.
- 2) Due process. Many school districts complain the dismissal process prescribed in current law is cumbersome and makes it difficult to fire teachers who should not be in the classroom. Further they argue that because educators remain on pay status during the proceedings, there is little incentive for timeliness. Notwithstanding the benefits that would be derived by establishing a less costly and more efficient dismissal process, the courts have held that permanent employees have "property rights" to their positions. In *Gilbert v. Homar* (1997) 520 U.S. 924 (Gilbert), the Supreme Court noted that "public employees who can be discharged only for cause have a constitutionally protected property interest in their tenure and cannot be fired without due process." It is unclear how the changes proposed in this bill would affect the due process rights of certificated employees.

This bill modifies the existing process for layoffs by repealing the statute that governs pre-termination due process hearings, commonly called Reduction in Force or RIF hearings. It is unclear then, what due process laid off employees would have if this measure is enacted. Would certificated staff have due process rights under the Administrative Procedures Act, which governs due process rights of other public employees?

Under the provisions of this bill, a certificated employee would not receive his or her salary during a dismissal hearing. By deeming an employee to be "terminated by the initiating district as of the time the governing board votes to approve an agenda item to dismiss the employee," does SB 955 authorize a district to fire an employee before "due process" has been completed? Would suspending without pay be more reasonable? Should employees charged with unsatisfactory performance be entitled to obtain a bond for compensation in the same way as employees charged with crimes that require their immediate removal from the classroom?

- 3) Bargaining implications. The Public Employees Relation Board has ruled that the decision to reduce services and lay off employees is a non-bargainable employer prerogative. However, school districts have a "general duty" to bargain over the impact or consequences of the decision to lay off such as continuation of benefits, increase in class size, transfers, assignments and reassignments, and competency standards used in determining which employees will be effected by the layoff. Opponents of this measure argue that this bill gives districts rights that are currently negotiable in local union contracts. The contract clause of the federal constitution limits the ability of a state to abrogate rights created by pre-existing contracts. It is unclear whether certain provisions contained this measure would have the effect of abrogating the terms of existing collective bargaining agreements.
- 4) Who's included? Other than Section 7 of the bill, it is not clear whether county offices of education or charter schools would be governed by this measure. **Staff recommends** that

this be clarified.

- 5) Notification dates. This bill requires probationary teachers to receive notice of non election to tenure by June 15th. Given that this date may be after the last school day for many districts and is after the date in which final layoff notifications go out, could the June 15th deadline unfairly disadvantage a teacher from getting a job with another district? Since current law requires certificated probationary employees to receive a written evaluation not later than 30 days before the last school day scheduled on the school calendar, one option would be to have the notification date for non tenure coincide with the date by which local education agencies must provide the employee with a copy of his or her evaluation. **Staff recommends** that the Committee discuss this.
- 6) Evaluations. This bill authorizes school districts to consider employee performance evaluations in establishing their layoff lists. While many, if not a majority of school districts use the California Standards for the Teaching Profession as a basis for their evaluations, it is not clear that there is uniformity in the evaluation forms or the rating rubrics. Moreover, it is not clear that there would be consistency among administrators in evaluating teachers. What it would take to be rated “superior” by one principal may be different than what it would take to earn that same rating by a different principal in the same school district. To ensure that layoff decisions based whole or in part on performance evaluations are defensible, a district would need to ensure the evaluations are valid and reliable assessments of teacher effectiveness. Such a ranking system would most certainly require significant and on-going training and may need to account for site-specific circumstances that may also impact teacher effectiveness.
- 7) Preference for substitute teaching. Anecdotal evidence suggests the preferences and compensation requirements given to laid off teachers who substitute teach offset at least some of the savings a district may otherwise realize from a reduction in force. At least one district has indicated that of the \$1.3 million it anticipated saving as a result of teacher layoffs, it only saved \$300,000 because the district had to pay laid off teachers their old wage when they served as substitutes for more than 21 days. To the extent that local bargaining agreements do not address preferences for substitute teaching, this bill could provide districts with needed flexibility. At the same time, it can be argued that the current law safeguards teachers from districts that may layoff more highly compensated employees only to turn around and rehire them as substitutes at a lower rate of pay. Are there other options that would enable students to benefit from experienced teachers serving as substitutes while reducing the financial impact on school districts?
- 8) Related and prior legislation.
 - AB 2219 (Fuentes) makes clarifying changes to statutes that govern dismissal or suspension proceedings.
 - ABX3 32 (Silva, 2009) would have required that in 2009 only, the deadline for the notice of termination of services be changed to June 15. The hearing was canceled at the request of the author.
 - SB 1303 (Runner, Chapter 579, Statutes of 2008) specifies that employees placed on compulsory leave who do not elect to furnish a bond or other security acceptable to the governing board of the district shall be compensated for the period of leave if they are acquitted of the offense or charges against the employee are dismissed without his or her guilt being established.
 - SB 1655 (Scott, Chapter 518, Statutes of 2006) – Prohibits, among other things, the governing board of a school district from adopting a policy or regulation, or entering

into a collective bargaining agreement that assigns priority to a teacher who requests to be transferred to another school over other qualified applicants who have applied for positions requiring certification SB 1655 provided that, if its prohibitions were in direct conflict with the terms of a collective bargaining agreement in effect on the date of enactment of that bill (January 1, 2007), those prohibitions would become operative for any successor agreements.

9) Policy arguments

- Proponents of this measure maintain that SB 955 permits schools to make their own staffing decisions that place a higher priority on teacher effectiveness. They also argue SB 955 allows governing boards to assure that students have the very best teachers in the classroom, not just those who have been teaching the longest.
- Opponents of this measure contend that the bill eliminates due process rights of educators in public schools. They also argue that permitting evaluations to be used for layoffs could create a perverse incentive to evaluate older teachers out of the workforce without the benefit of a for-cause dismissal.

SUPPORT

California Charter Schools Association
California Hispanic Chambers of Commerce
City of San Joaquin
Ed Voice
Greater Los Angeles African American Chamber of Commerce
La Habra City School District
Los Angeles County Business Federation
Orange County Department of Education
The Education Trust – West
The William D. Lynch Foundation for Children
Letters from individuals

OPPOSITION

American Federation of State, County and Municipal Employees
California Federation of Teachers
California Labor Federation
California Professional Firefighters
California Teachers Association

Appendix D3i.III

SFUSD Parcel Tax Summary

Summary of San Francisco Unified School District (SFUSD) Measure A, Prepared by the Ballot Simplification Committee

Measure was passed on June 3, 2008

BALLOT QUESTION: *To enhance quality educational programs for children; attract and retain quality teachers and staff by increasing salaries; provide teachers with additional compensation for extra work at hard-to-staff schools and in hard-to-fill subject areas; and increase teacher training, resources and classroom support, technology, innovation, and accountability, shall the San Francisco Unified School District be authorized to levy \$198 per parcel annually, adjusted for inflation, with mandatory citizen oversight?*

THE WAY IT IS NOW: The San Francisco Unified School District educates approximately 60,000 pre-kindergarten through twelfth grade students at more than 120 schools and child development centers. The District is funded mostly by the state and federal governments; it also receives local funds approved by the voters. For example, in 2003 and 2006 voters approved general obligation bond measures to upgrade the District's school facilities. In 2004, voters approved a Charter Amendment to provide local funding for arts, music, sports and library programs. State law allows local school districts to collect a parcel tax if the tax is approved by two-thirds of the voters in the district.

THE PROPOSAL: Proposition A would authorize the District to collect an annual tax of \$198 per parcel of taxable property in the City beginning July 1, 2008 until July 1, 2028. This amount would be adjusted annually to account for inflation. The District could use this tax revenue to:

- attract and retain teachers by raising salaries, providing retention bonuses and offering additional compensation to teachers who work at schools with high teacher turnover and in hard-to-fill subject areas;
- retain other school personnel by providing more competitive compensation or benefits;
- provide additional training to teachers and teachers' aides;
- promote professional learning and accountability by developing a Master Teacher program and expanding the Peer Assistance and Review program;
- provide recognition and resources to schools that show the most growth in student achievement;
- provide students, parents and teachers with access to current technology;
- improve technology and other support resources to encourage innovative teaching; and
- allocate a portion of the funds for public charter schools.

Proposition A would provide an optional exemption from the tax for senior citizens who turn 65 years of age before July 1 of the tax year, own an interest in the property being taxed, and use the property as their principal residence. To receive the exemption, eligible senior citizens must annually apply to the District before July 1 of each tax year or, during the first year, at a date the District will determine.

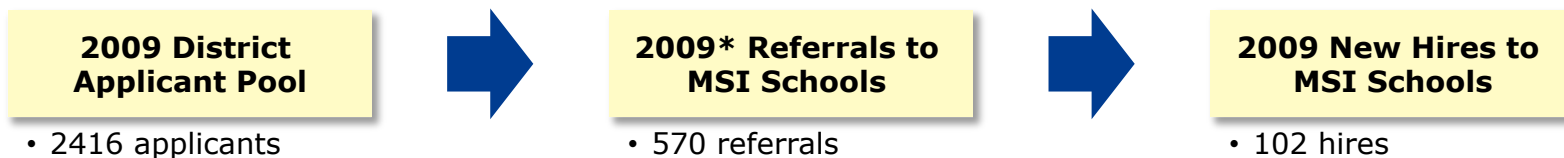
Proposition A would require the District to create an independent oversight committee to ensure that the parcel tax revenue is used only for the purposes set forth in the measure. State law requires that the District create a separate account into which the tax revenue would be deposited and file an annual report on the funds collected and spent.

Appendix D3i.IV

SFUSD TNTP Model Staffing Initiative Outcome

The New Teacher Project (TNTP) Model Staffing Initiative (MSI) in San Francisco Unified School District (SFUSD)

- TNTP worked with SFUSD to launch a Model Staffing Initiative (MSI), to provide intensive staffing support to the district's lowest-performing schools
- TNTP provided principals in these low-performing schools with intensive training and cutting-edge tools to improve their hiring practices, and generates a pipeline of high-quality teacher candidates



Key Statistics of New Hires, 2007-2009

	2007	2008	2009
Undergrad GPA of new hires	3.23	3.33	3.4
Percent of new hires with advanced degrees	39%	42%	47%
Percent of new hires fully credentialed or HQT intern	95%	94%	93%

SFUSD MSI Impact, 2006-2009

	2006	2007	2008	2009
Number of vacancies served by TNTP initiative on the first day of school**	21	2	0	0
Total number of vacancies identified at schools served by TNTP initiative throughout hiring cycle***	228	186	142	102
Percent of district separations due to resignations, leaves and retirements at schools served by TNTP initiative	25%	26%	12%	15%

* 2009 numbers are for returning schools only

** Based on openings identified one week before start of school

*** 2009 data based on returning schools only in SFMSI as of August 28

Appendix D3i.V

Los Angeles USD Urban Teacher Residency

The Los Angeles Urban Teacher Residency Programs

Research tells us that good teaching, along with effective leadership, is the strongest correlate to high student achievement. Based on the medical model of residencies in preparing doctors, and upon the current successful teacher residency models across the nation (Boston, Chicago, Denver), the Los Angeles Urban Teacher Residency (LAUTR) will recruit highly talented people from diverse backgrounds who are committed to becoming teachers in innovative schools within the Los Angeles Unified School District, and place them in a year-long, school-based residency.

Working closely with a mentor teacher, and taking university courses from CSULA faculty as well as Los Angeles educators (from the district and community organizations), the residents will learn the essential skills, habits, and knowledge that will best position them to be excellent teachers in reform-minded schools.

For the first few years of the program, LAUTR will focus specifically upon recruiting and preparing future teachers of secondary math, science, and special education across all categories, which are the high-need teaching areas in which there are chronic shortages within LAUSD. Effective teaching of students of diverse cultural and linguistic backgrounds, and of students with disabilities, will be integrated within the curriculum of each certificate area.

Applicants will be recruited via a rigorous selection process. Twenty-five teacher residents will be selected in Cohort One (June 2010 – August 2011). The number will increase annually until there is a full program capacity of 75 residents per year. Selected residents will receive a stipend during their residency year in exchange for a three-year commitment to teach within LAUSD post-graduation. Each resident will spend four days a week in a classroom with a mentor teacher, and take specialized, accredited CSULA courses (online and face-to-face), tailored to the goals of LAUSD's reform-minded schools, over two summers and on Fridays, Saturdays and after-school.

Residents will be clustered in high-need, reform-minded schools, based on the belief that participating in cohorts strengthens the support and learning that residents receive. Residents will also participate in the professional learning communities and school-wide reform initiatives within each school, with the understanding that becoming an effective teacher also requires a commitment to creating a high performing school.

LAUTR graduates will earn a California teaching credential within their chosen area(s) of secondary math, science, or special education, as well as a master's degree in education from CSULA. LAUTR will support graduates of the program in their first two years of teaching with a mentor teacher in the same certificate area and cohort study groups, seeking to ease the transition from "new teacher" to "effective teacher" and create a stable core of effective teachers for LAUSD.

CSULA is in partnership with diverse organizations (listed below) that are committed to creating excellent schools with high quality teachers through the LAUTR, including the Center for Collaborative Education (CCE), which has been assisting Los Angeles Unified School District (LAUSD) to launch the Pilot model – a minimum of 13 Pilot Schools will be launched by September 2010, with more on the horizon. As well, an increasing number of intentional small schools are being created by the district. These schools need a cadre of high quality teachers who have been prepared to teach in a different generation of district schools.

Affiliated organizations:

California State University, Los Angeles
California State University, Los Angeles – Charter College of Education
Center for Collaborative Education
Los Angeles Unified School District
The Mayor’s Partnership for Los Angeles Schools
Families in Schools
Alliance for a Better Community
Central American Resource Center
The Los Angeles Pilot Schools
United Teachers of Los Angeles
WestEd

Appendix D4i.I

Overview of SLDS Project Modernization of CSU Data Systems

Project Summary

Modernize the CSU Enterprise System of Data Collection, Maintenance, and Use to Better Align CSU Data Architecture: Expand Existing System and Initiate Common Course Equivalencies

Source: Outcome 1.4 from Project Narrative, California IES ARRA SLDS Grant Application, 2010

The California State University (CSU) needs to improve its data system in three areas:

- CSU needs to collect, maintain, and use data through a modernized system – the original enterprise systems were developed and implemented in the 1960s;
- CSU recognizes that modernization in alignment with the data architectures of the CDE and the CCC will facilitate the development and use of intersegmental data; and
- CSU recognizes the need to initiate course equivalencies among its 23 institutions in order to enable analysis, evaluation, and comparable reporting.

The CSU's current system data architecture reflects the silos of collection, maintenance, and use of data that were associated with separate purposes during the 1960s: simple student term enrollments and tracking to graduation, information about faculty and sections that drove capital and support budget decisions (especially when the state maintained position control over the CSU when it was a state agency), and a system connected to the State Controller with regard to payroll, benefits, and retirement. Through the decades, some amendments have been made to the systems that the CSU Enterprise System group has maintained, but the antiquated collection approaches have made it difficult for people with substantive and technical responsibilities to be able to understand and provide the requested information to the system. More importantly, the silos of current system have been detrimental to campus and system planning, management, and accountability: both the campuses and system need access to timeseries information at campus census dates (the point at which when state and federal accountability indicators are collected) and end-of-term information regarding the success of students in completing coursework.

The CSU embraces the qualities of a statewide educational database system that serves students that have been articulated by the Obama administration and others. The CSU is struck by the progress made by its sister system, the California Community Colleges, and the richness of CDE's plans and implementation with CALPADS and CALTIDES. The CSU proposes to modernize its Enterprise System in an architecture similar to these sister segments. The CSU is prepared to help build a High Quality P-20 Longitudinal Data Warehouse and recognizes that the provision of data from the CSU to the warehouse will require validation.

In particular, the major gaps in CSU data collection center on students and their actual patterns in taking and completing courses. The CSU currently does not collect information by student regarding the course sections in which they are enrolled (at census date) and student records of completion and grades in these course sections at the end-of-term. Summary data are collected, but not the kinds of data that would help instructors of similar courses to enable more efficient and effective student learning and progress to degree. The CSU proposes the expansion of its data collection to include census student class lists and end-of-term student grade lists which will then align CSU with CDE and CCC with regard to student course enrollment and completion.

In addition, at the request of CDE and with the highest level of executive support in the CSU, the CSU is prepared to initiate a process to establish course equivalencies within the CSU. All of the segments of higher education have participated in decades of discussion about common course numbering – the simplest and most transparent way to establish course equivalence, but no action has ever been taken beyond simple discussion. The CSU proposes to take action and build course function and equivalence data elements into its new data architecture. To build course equivalency, the CSU proposes two projects. The first project will focus on pre-baccalaureate and first-time freshman level courses, developmental

instruction, courses counting for lower-division General Education (GE) English, GE Math, and other general education requirements in the lower division, and lower-division major requirements. Ultimately when the CSU is commonly grounded in these areas, it will facilitate connecting with its sister segments in courses in grade levels 8 through 12 and the community colleges with the prebaccalaureate and first-year courses. The second project will focus on upper-division courses where CSU students are increasingly finding it difficult to complete their degree programs. Course equivalencies will facilitate the offering of a CSU virtual university geared toward completion of degree programs, which will enable more students to complete their degrees cost-effectively.

- *Deliverable 1.4a: Buy data warehouse hardware/software, create new table structures and data design, create new data element dictionary, and migrate (where available) legacy data to new data warehouse structure, design, and tables.*
- *Deliverable 1.4b: Map old Enterprise System siloed-fields from Peoplesoft ERP to new data warehouse structure, map expanded data elements (as necessary) to new data warehouse structure, set up ETL (extract/transform/load) from Peoplesoft to data warehouse.*
- *Deliverable 1.4c: Define new data elements on course function indicators (from degree audit systems) and course equivalence (use degree audit information from campuses and CCCs to develop initial list of possible equivalencies) and initiate the prebaccalaureate and first-year project and the CSU virtual university project to begin within-CSU common course equivalence (aka common course numbering).*

Appendix D4i.II

Workplan and Timeline for Expansion of CSU Center for Teacher Quality (CTQ) Work in Value-Added Teacher Education

Workplan and Timeline for Expansion of CSU Center for Teacher Quality (CTQ) Work in Value-Added Teacher Education in Teacher Preparation Programs

Three Milestone Objectives in RTTT Grant Period:

- (1) Compile, analyze and report on empirical evidence of value-added to student achievement in K-12 reading, math and science by the preparation of at least 10,000 first-year teachers by 58 sponsors of 116 teacher preparation programs (58 programs in elementary education and 58 programs in secondary English, math and science).
- (2) Decide on, specify and begin to implement data-based changes in 60 teacher programs sponsored by 30 institutions (22 CSU campuses and 8 UC campuses).
- (3) Begin to compile evidence of actual changes in 22 programs sponsored by 11 CSU campuses.

Phased Expansion from 1 to 4 Higher Ed Segments ►	(A) Completion of Current Pilot Project with 11 CSUs & 5 LEAs	(B) Inclusion of Remaining CSU Campuses	(C) Inclusion of UC Campuses	(D) Inclusion of Private Institutions	(E) Inclusion of Alternative Program Sponsors	
Project Milestones and Costs in RTTT Year 1	First Value-Added Report by CSU on Teachers from 11 CSUs in 5 LEAs	CSU Delivers and Explains Data Requests to 11 Other CSUs and 10 Other LEAs	CSU Delivers and Explains Data Requests to 8 UCs and 10 LEAs			
Project Milestones and Costs in RTTT Year 2	CSU Decides on and Specifies Program Improvements in 11 CSUs Based on Data	11 Other CSUs and 10 Other LEAs Compile Needed Data	8 UCs and 10 LEAs Compile Needed Data	CSU Delivers and Explains Data Requests to 20 Private IHEs and 20 LEAs	CSU Delivers and Explains Data Requests to 8 Sponsors and 10 LEAs	
Project Milestones and Costs in RTTT Year 3	CSU Plans and Implements Program Improvements on 11 Campuses	CTQ Analyzes and Reports Initial Value-Added Results RE 11 CSU Campuses	CTQ Analyzes and Reports Initial Value-Added Results RE 8 UC Campuses	20 Private IHEs and 20 LEAs Compile Needed Data	8 Sponsors and 10 LEAs Compile Needed Data	
Project Milestones and Costs in RTTT Year 4	CSU Begins to Compile Evidence that Programs have Changed	CSU Decides on and Specifies Program Improvements in 11 CSUs Based on Data	UC Decides on and Specifies Program Improvements Based on Data	CSU Analyzes and Reports Initial Value-Added Results RE 20 Private IHEs	CSU Analyzes and Reports Initial Results RE 8 Sponsors of Alternative Programs	State receives effectiveness report on all participating programs of teacher preparation.
Projected Status of Each IHE Segment When RTTT Ends	Half of CSU campuses will have implemented program changes to maximize K-12 student learning.	Because of a later start, half of CSU campuses will have started on program changes to maximize learning.	Also due to a later start, all UC campuses will have started on data-based program changes for K-12 achievement.	Having started the latest, 20 private IHEs will have received their first reports of value-added teacher preparation.	Having also started latest, 8 sponsors of alternative TE programs will receive their first value-added TE reports.	Overall – Many K-12 students in California will have better chances to become proficient in reading, math and science.

Important Note: RttT funding will not cover all costs that CSU expects to encounter in compiling data from dozens of program sponsors and local education agencies, and in analyzing and reporting a myriad of data results. CSU is willing to pursue the significant policy milestones outlined above and will endeavor to cover the additional costs from existing sources without full funding from RTTT.

Appendix D5i.I

Fresno Unified Continuum of Standards for the Teaching Profession

FUSD CONTINUUM OF STANDARDS FOR THE TEACHING PROFESSION

What is the purpose of this document? The purpose of this handbook is to remove the guesswork from knowing what makes an effective, inspiring teacher. In 1997 the State of California published the *California Standards for the Teaching Profession*. In this document the state lists six standards by which California teachers should be measured. The PAR Program takes these six standards and further defines exactly how a teacher exceeds, meets, or falls short of the state standards.

Who Should Use This Document? This document is intended for several audiences. The first is the **new teacher**. The beginning teacher faces many challenges that go beyond delivering the course content to students. This document clarifies what a teacher is supposed to be doing in every area from classroom management to professional growth. With the consulting teacher or independently, the new teacher can turn to this document to identify what constitutes good teaching practice.

Another audience is the **veteran teacher**. This handbook will be particularly useful to the veteran teacher who undertakes a new teaching assignment. For all teachers this handbook is a tool to guide them through the reflection and self-evaluation that is essential to professional growth.

Finally, **administrators** may use this document to guide staff development and clarify effective teaching practices.

How should this document be used? This document is a handbook that one turns to again and again as new areas of challenge or concern present themselves. It is not a document that can be read and digested at one sitting.

Each page begins with one of the six standards for the teaching profession that have been defined by the State of California. Beneath the standard is what the state refers to as an “element.” Each page’s element focuses on one specific aspect of the more general standard stated above it.

Beneath the standard and element is a four-column table. Each column begins with a statement: Teacher rarely, Teacher minimally, Teacher consistently, Teacher frequently. As these headings suggest, the four columns emphasize the frequency with which a teacher follows certain practices. However, a close reading reveals that columns three and four sometimes do more than focus on the frequency of a particular practice. Where appropriate, the wording in these columns distinguishes exemplary practice from practice that is merely acceptable.

STANDARD I: STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
ELEMENT 1: Connecting students’ prior knowledge, life experience, and interests with learning goals.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely . . .</u></p> <ul style="list-style-type: none"> ● connects new course content with what students already know. ● connects classroom learning to students’ life experiences, linguistic skills, and cultural understandings. ● designs lesson plans or units to capture student attention and interest. ● modifies teaching based on students’ interests and questions. 	<p><u>Teacher minimally . . .</u></p> <ul style="list-style-type: none"> ● connects new course content with what students already know. ● connects classroom learning to students’ life experiences, linguistic skills, and cultural understandings. ● designs lesson plans or units to capture student attention and interest. ● modifies teaching based on students’ interests and questions. 	<p><u>Teacher frequently . . .</u></p> <ul style="list-style-type: none"> ● uses lessons and activities that lead students to make connections between new course content and what they already know. ● connects classroom learning to students’ life experiences, linguistic skills, and cultural understandings. ● uses a variety of lesson plans or units to capture student attention and interest. ● modifies content and strategies based on students’ interests and questions. 	<p><u>Teacher consistently . . .</u></p> <ul style="list-style-type: none"> ● uses lessons and activities that lead students to make connections between new course content and what they already know. ● connects classroom learning to students’ life experiences, linguistic skills, and cultural understandings. ● uses a variety of lesson plans or units to capture student attention and interest. ● modifies content and strategies based on students’ interests and questions.

STANDARD 1: STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
ELEMENT 2: Using a variety of instructional strategies and resources to respond to students' diverse needs.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely . . .</u>	<u>Teacher minimally . . .</u>	<u>Teacher frequently . . .</u>	<u>Teacher consistently . . .</u>
<ul style="list-style-type: none"> ● accommodates different learning styles by using a variety of strategies to introduce, explain, and review subject matter. ● chooses strategies that make the complexity of subject matter understandable to most students. ● modifies strategies and resources to encourage student participation. ● uses strategies that result in subject matter learning for second language learners. ● uses technology to enhance student learning. ● asks questions or facilitates discussion to clarify or extend students' thinking. 	<ul style="list-style-type: none"> ● accommodates different learning styles by using a variety of strategies to introduce, explain, and review subject matter. ● chooses strategies that make the complexity of subject matter understandable to most students. ● modifies strategies and resources to encourage student participation. ● uses strategies that result in subject matter learning for second language learners. ● uses technology to enhance student learning. ● asks questions or facilitates discussion to clarify or extend students' thinking. 	<ul style="list-style-type: none"> ● accommodates different learning styles by using a variety of strategies to introduce, explain, and review subject matter. ● chooses strategies that make the complexity of subject matter understandable to all students. ● selects, modifies, and creates strategies and resources that draw students into willing participation. ● uses strategies that result in subject matter learning for second language learners. ● uses technology where appropriate as a presentation tool for the teacher and a learning tool for students. ● asks questions and facilitates discussion to clarify or extend students' thinking. 	<ul style="list-style-type: none"> ● accommodates different learning styles by using a variety of strategies to introduce, explain, and review subject matter. ● chooses strategies that make the complexity of subject matter understandable to all students. ● selects, modifies, and creates strategies and resources that draw students into willing participation. ● uses strategies that result in subject matter learning for second language learners. ● uses technology where appropriate as a presentation tool for the teacher and a learning tool for students. ● asks questions and facilitates discussion to clarify or extend students' thinking.

STANDARD I: STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
ELEMENT 3: Facilitating learning experiences that promote autonomy, interaction, and choice.

DOES NOT MEET STANDARDS	MEETS STANDARDS			
<u>Teacher rarely . . .</u> <ul style="list-style-type: none">provides opportunities for independent and collaborative learning.participates in and promotes positive interactions between all students.monitors and supports students' decisions about managing their time, materials, and academic progress.provides a variety of groupings to promote student interactions and learning.monitors student collaboration during learning activities.	<u>Teacher minimally . . .</u> <ul style="list-style-type: none">provides opportunities for independent and collaborative learning.participates in and promotes positive interactions between all students.monitors and supports students' decisions about managing their time, materials, and academic progress.provides a variety of groupings to promote student interactions and learning.monitors student collaboration during learning activities.	<u>Teacher frequently . . .</u> <ul style="list-style-type: none">provides opportunities for independent and collaborative learning.participates in and promotes positive interactions between all students.involves students in making decisions about their time, materials, and academic progress and actively monitors these decisions.fosters student interaction by providing groupings appropriate to specific learning objectives.supports academic and social growth by monitoring student collaboration during learning activities.	<u>Teacher consistently . . .</u> <ul style="list-style-type: none">provides opportunities for independent and collaborative learning.participates in and promotes positive interactions between all students.involves students in making decisions about their time, materials, and academic progress and actively monitors these decisions.fosters student interaction by providing groupings appropriate to specific learning objectives.supports academic and social growth by monitoring student collaboration during learning activities.	

STANDARD I: STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
ELEMENT 4: Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> engages students in problem solving or encourages them to use multiple approaches to course content. helps students analyze and draw valid conclusions about content being learned. helps students to learn, practice, internalize and apply subject-specific learning strategies and procedures. supports students in critically investigating subject matter concepts and questions. provides opportunities for students to learn and practice skills in meaningful contexts. 	<ul style="list-style-type: none"> engages students in problem solving or encourages them to use multiple approaches to course content. helps students analyze and draw valid conclusions about content being learned. helps students learn, practice, internalize, and apply subject-specific learning strategies and procedures. supports students in critically investigating subject matter concepts and questions. provides opportunities for students to learn and practice skills in meaningful contexts. 	<ul style="list-style-type: none"> engages students in problem solving and encourages them to use multiple approaches to course content. helps students analyze and draw valid conclusions about course content. helps students learn, practice, internalize and apply subject-specific learning strategies and procedures. supports students in critically investigating subject matter concepts and questions and in seeing the relevance of the content beyond the classroom. provides opportunities for students to learn and practice skills in meaningful contexts. 	<ul style="list-style-type: none"> engages students in problem solving and encourages them to use multiple approaches to course content. helps students analyze and draw valid conclusions about course content. helps students learn, practice, internalize and apply subject-specific learning strategies and procedures. supports students in critically investigating subject matter concepts and questions and in seeing the relevance of the content beyond the classroom. provides opportunities for students to learn and practice skills in meaningful contexts.

STANDARD I: STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
ELEMENT 5: Promoting self-directed, reflective learning for all students.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely . .</u>	<u>Teacher minimally . .</u>	<u>Teacher frequently . . .</u>	<u>Teacher consistently . . .</u>
<ul style="list-style-type: none"> requires students to define and strive for their own challenging learning goals. engages students in reflecting on and evaluating their own work and learning from the work of their peers teaches students strategies to find information and knowledge. explains clear learning goals for each activity or lesson. 	<ul style="list-style-type: none"> requires students to define and strive for their own challenging learning goals. engages students in reflecting on and evaluating their own work and learning from the work of their peers teaches students strategies to find information and knowledge. explains clear learning goals for each activity or lesson. 	<ul style="list-style-type: none"> motivates students to define and strive for their own challenging learning goals. engages students in examining, reflecting on, and evaluating their own work and in learning from the work of their peers. helps students develop strategies to find information and knowledge, and evaluate the usefulness of what they find. explains clear learning goals for each activity or lesson. 	<ul style="list-style-type: none"> motivates students to define and strive for their own challenging learning goals. engages students in examining, reflecting on, and evaluating their own work and in learning from the work of their peers. helps students develop strategies to find information and knowledge, and evaluate the usefulness of what they find. explains clear learning goals for each activity or lesson.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
ELEMENT 1: Creating a physical environment that engages all students.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely . . .</u>	<u>Teacher minimally . . .</u>	<u>Teacher frequently . . .</u>	<u>Teacher consistently . . .</u>
<ul style="list-style-type: none"> ● arranges the classroom for effective individual and/or collaborative work. ● moves around the classroom while teaching. ● displays student work and/or curriculum reinforcing materials. ● makes resources and materials accessible to students. ● arranges the classroom in accordance with the safety requirements of the school. 	<ul style="list-style-type: none"> ● arranges the classroom for effective individual and/or collaborative work. ● moves around the classroom while teaching. ● displays student work and/or curriculum reinforcing materials. ● makes resources and materials accessible to students. ● arranges the classroom in accordance with the safety requirements of the school. 	<ul style="list-style-type: none"> ● creates a flexible classroom that promotes effective individual and collaborative work and allows for students with special needs. ● assists learning by circulating throughout the room and making direct contact with individual students. ● displays current student work and curriculum materials that attract student interest and reinforce learning. ● allows student access to materials and technology and incorporates responsibility for their use in the classroom routine. ● arranges the classroom in a manner which supports the safety and emotional well-being of the students. 	<ul style="list-style-type: none"> ● creates a flexible classroom that promotes effective individual and collaborative work and allows for students with special needs. ● assists learning by circulating throughout the room and making direct contact with individual students. ● displays current student work and curriculum materials that attract student interest and reinforce learning. ● allows student access to materials and technology and incorporates responsibility for their use in the classroom routine. ● arranges the classroom in a manner which supports the safety and emotional well-being of all students.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT 2: Establishing a climate that promotes fairness and respect.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely . . .</u>	<u>Teacher minimally . . .</u>	<u>Teacher frequently . . .</u>	<u>Teacher consistently . . .</u>
<ul style="list-style-type: none"> establishes a climate of fairness, caring, and respect in the classroom. encourages students to take positive risks. responds to inappropriate behavior in a fair manner. encourages, supports, and recognizes the achievements and contributions of students. 	<ul style="list-style-type: none"> establishes a climate of fairness, caring, and respect in the classroom. encourages students to take positive risks. responds to inappropriate behavior in a fair manner. encourages, supports, and recognizes the achievements and contributions of students. 	<ul style="list-style-type: none"> establishes a climate of fairness, caring, and respect in the classroom. creates a tolerant classroom climate that encourages students to take positive academic and social risks. responds to inappropriate behavior in a fair manner that focuses on the behavior itself and treats the student(s) with respect. encourages, supports, and recognizes the achievements and contributions of all students. 	<ul style="list-style-type: none"> establishes a climate of fairness, caring, and respect in the classroom. creates a tolerant classroom climate that encourages students to take positive academic and social risks. responds to inappropriate behavior in a fair manner that focuses on the behavior itself and treats the student(s) with respect. encourages, supports, and recognizes the achievements and contributions of all students.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT 3: Promoting social development and group responsibility.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses activities that teach the value of diversity and also promote self-esteem, communication and group responsibility. ● models and requires respectful interactions with everyone in the learning community. ● establishes expectations for individual and group behavior and achievement. ● involves students in resolving problems and conflicts between students. 	<ul style="list-style-type: none"> ● uses activities that teach the value of diversity and also promote self-esteem, communication and group responsibility. ● models and requires respectful interactions with everyone in the learning community. ● establishes expectations for individual and group behavior and achievement. ● involves students in resolving problems and conflicts between students. 	<ul style="list-style-type: none"> ● fosters an inclusive environment which promotes self-esteem, empathy, communication, collaborative learning, group responsibility, and respect for diversity. ● creates an atmosphere in which both teacher and students treat everyone in the learning community with respect. ● maintains high standards for individual and group behavior and achievement. ● maintains an environment in which students work to solve problems and resolve conflicts if possible without teacher intervention. 	<ul style="list-style-type: none"> ● fosters an inclusive environment which promotes self-esteem, empathy, communication, collaborative learning, group responsibility, and respect for diversity. ● creates an atmosphere in which both teacher and students treat everyone in the learning community with respect. ● maintains high standards for individual and group behavior and achievement. ● maintains an environment in which students work to solve problems and resolve conflicts if possible without teacher intervention.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT 4: Establishing and maintaining standards for student behavior.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely . . .</u>	<u>Teacher minimally . . .</u>	<u>Teacher frequently . . .</u>	<u>Teacher consistently . . .</u>
<ul style="list-style-type: none"> establishes and communicates standards of student behavior. establishes standards of behavior that reflect student developmental and personal needs. involves students in developing standards of behavior. encourages students to accept responsibility for themselves and one another. informs families about student behavior problems. 	<ul style="list-style-type: none"> establishes and communicates standards of student behavior. establishes standards of behavior that reflect student developmental and personal needs. involves students in developing standards of behavior. encourages students to accept responsibility for themselves and one another. informs families about student behavior problems. 	<ul style="list-style-type: none"> establishes standards of behavior that are clearly communicated to students and families. establishes standards of behavior that reflect students' developmental and personal needs. involves students in developing standards of behavior. involves students in solving problems and encourages students to accept responsibility for themselves and one another. communicates with families about student behavior problems or special needs. 	<ul style="list-style-type: none"> establishes standards of behavior that are clearly communicated to students and families. establishes standards of behavior that reflect students' developmental and personal needs. involves students in developing standards of behavior. involves students in solving problems and encourages students to accept responsibility for themselves and one another. communicates with families about student behavior problems or special needs.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT 5: Planning and implementing classroom procedures and routines that support student learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely. . .</u></p> <ul style="list-style-type: none"> develops, communicates, and maintains a daily schedule, timelines, classroom routines, and rules that support student learning. engages students in developing and implementing classroom routines. 	<p><u>Teacher minimally. . .</u></p> <ul style="list-style-type: none"> develops, communicates, and maintains a daily schedule, timelines, classroom routines, and rules that support student learning. engages students in developing and implementing classroom routines. 	<p><u>Teacher frequently. . .</u></p> <ul style="list-style-type: none"> develops, communicates, and maintains a daily schedule, timelines, classroom routines, and rules that support student learning. engages students in developing and implementing classroom routines. 	<p><u>Teacher consistently. . .</u></p> <ul style="list-style-type: none"> develops, communicates, and maintains a daily schedule, timelines, classroom routines, and rules that support student learning. engages students in developing and implementing classroom routines.

STANDARD II: STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT 6: Using instructional time effectively.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely. . .</u></p> <ul style="list-style-type: none"> ● follows established routines for organizational tasks. ● paces the lesson to allow most students to complete activities. ● makes efficient transitions to new activities. 	<p><u>Teacher minimally. . .</u></p> <ul style="list-style-type: none"> ● follows established routines for organizational tasks. ● paces the lesson to allow most students to complete activities. ● makes efficient transitions to new activities. 	<p><u>Teacher frequently. . .</u></p> <ul style="list-style-type: none"> ● paces the lesson to ensure timely completion of activities. ● adjusts pace of lesson to maintain student interest and meet special needs. ● makes efficient transitions to new activities. 	<p><u>Teacher consistently. . .</u></p> <ul style="list-style-type: none"> ● paces the lesson to ensure timely completion of activities. ● adjusts pace of lesson to maintain student interest and meet special needs. ● makes efficient transitions to new activities.

STANDARD III: STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT 1: Demonstrating knowledge of subject matter content and student development.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> understands subject content. aligns subject content to District Academic and Performance Standards. ensures that the subject matter and its presentation incorporate different perspectives. displays an understanding of what content is developmentally appropriate when communicating concepts to students. matches teaching strategies to the developmental level of the students. 	<ul style="list-style-type: none"> understands subject content. aligns subject content to District Academic and Performance Standards. ensures that the subject matter and its presentation incorporate different perspectives. displays an understanding of what content is developmentally appropriate when communicating concepts to students. matches teaching strategies to the developmental level of the students. 	<ul style="list-style-type: none"> demonstrates knowledge of subject matter beyond the level taught in the class. aligns subject content to District Academic and Performance Standards. ensures that different perspectives are a vital part of the concepts taught. uses thorough knowledge of subject content to reach students at different developmental levels by presenting information in a variety of ways. adjusts presentation during class to foster understanding in all students and capitalize on “teachable moments.” 	<ul style="list-style-type: none"> demonstrates knowledge of subject matter beyond the level taught in the class. aligns subject content to District Academic and Performance Standards. ensures that different perspectives are a vital part of the concepts taught. uses thorough knowledge of subject content to reach students at different developmental levels by presenting information in a variety of ways. adjusts presentation during class to foster understanding in all students and capitalize on “teachable moments.”

STANDARD III: STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT 2: Organizing curriculum to support student understanding of subject matter.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses knowledge of subject matter to organize and sequence the curriculum. ● considers the diversity of the students when organizing curriculum. ● incorporates subject or grade level expectations and curriculum frameworks when organizing the subject matter. 	<ul style="list-style-type: none"> ● uses knowledge of subject matter to organize and sequence the curriculum. ● considers the diversity of the students when organizing curriculum. ● incorporates subject or grade level expectations and curriculum frameworks when organizing the subject matter. 	<ul style="list-style-type: none"> ● uses knowledge of the subject matter to organize and sequence the curriculum so that students understand key concepts and the relationships between them. ● considers students' diverse learning styles, developmental needs, and cultural perspectives when organizing the curriculum. ● incorporates subject or grade level expectations and curriculum frameworks when organizing the subject matter, and communicates course plan to the students and their families. 	<ul style="list-style-type: none"> ● uses knowledge of the subject matter to organize and sequence the curriculum so that students understand key concepts and the relationships between them. ● considers students' diverse learning styles, developmental needs, and cultural perspectives when organizing the curriculum. ● incorporates subject or grade level expectations and curriculum frameworks when organizing the subject matter, and communicates course plan to the students and their families.

STANDARD III: STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT 3: Interrelating ideas and information within and across subject matter areas.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses units and lessons that incorporate information or ideas from other subject matter areas. ● provides activities and materials that relate course content to other subject areas and to students' life experiences. ● helps students see relationships and connections across subject matter areas. 	<ul style="list-style-type: none"> ● uses units and lessons that incorporate information or ideas from other subject matter areas. ● provides activities and materials that relate course content to other subject areas and to students' life experiences. ● helps students see relationships and connections across subject matter areas. 	<ul style="list-style-type: none"> ● uses units and lessons that incorporate themes, concepts, and skills from other subject matter areas and assists students in connecting these ideas and skills to the course content. ● uses activities and materials that relate subject matter concepts to students' prior knowledge, other classes, and life experiences. ● helps students see the importance of using interdisciplinary connections for greater understanding in all subject areas. 	<ul style="list-style-type: none"> ● uses units and lessons that incorporate themes, concepts, and skills from other subject matter areas and assists students in connecting these ideas and skills to the course content. ● uses activities and materials that relate subject matter concepts to students' prior knowledge, other classes, and life experiences. ● helps students see the importance of using interdisciplinary connections for greater understanding in all subject areas.

STANDARD III: STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT 4: Developing student understanding through instructional strategies that are appropriate to the subject matter.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses different teaching strategies and instead relies heavily on teacher focused instruction. ● uses strategies aimed at individual student needs and learning styles. ● uses strategies that build on the students' life experiences, interests, and prior knowledge to make the content relevant and engaging. 	<ul style="list-style-type: none"> ● uses different teaching strategies and instead relies heavily on teacher focused instruction. ● uses strategies aimed at individual student needs and learning styles. ● uses strategies that build on the students' life experiences, interests, and prior knowledge to make the content relevant and engaging. 	<ul style="list-style-type: none"> ● selects from a repertoire of strategies those best suited to teach individual lessons and engage students in higher-order thinking. ● addresses students' developmental needs and different learning styles by using a variety of strategies. ● uses strategies that build on the student's life experience, interests, and prior knowledge, and interests to make the content relevant and engaging. 	<ul style="list-style-type: none"> ● selects from a repertoire of strategies those best suited to teach individual lessons and engage students in higher-order thinking. ● addresses students' developmental needs and different learning styles by using a variety of strategies. ● uses strategies that build on the student's life experience, interests, and prior knowledge, and interests to make the content relevant and engaging.

STANDARD III: STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT 5: Using materials, resources, and technologies to make subject matter accessible to students.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses core instructional materials to organize and present the curriculum. ● selects instructional materials and resources that reflect the diversity in the classroom. ● supplements core materials with resources and technologies that promote students' understanding of the subject matter. ● provides materials, resources, and technologies that make the subject content accessible. 	<ul style="list-style-type: none"> ● uses core instructional materials to organize and present the curriculum. ● selects instructional materials and resources that reflect the diversity in the classroom. ● supplements core materials with resources and technologies that promote students' understanding of the subject matter. ● provides materials, resources, and technologies that make the subject content accessible. 	<ul style="list-style-type: none"> ● makes effective use of core materials and other resources to organize, present, and enhance the curriculum. ● selects instructional materials and resources because they present different perspectives on relevant topics and reflect the diversity of the classroom. ● uses appropriate technologies to promote student understanding of and enthusiasm for the course content. ● provides materials, resources, and technologies that allow students to access subject content and pursue learning beyond the stated objectives. 	<ul style="list-style-type: none"> ● makes effective use of core materials and other resources to organize, present, and enhance the curriculum. ● selects instructional materials and resources because they present different perspectives on relevant topics and reflect the diversity of the classroom. ● uses appropriate technologies to promote student understanding of and enthusiasm for the course content. ● provides materials, resources, and technologies that allow students to access subject content and pursue learning beyond the stated objectives.

STANDARD IV:
STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT 1:
Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely. . .</u></p> <ul style="list-style-type: none"> develops instructional plans that take into account students’ diverse backgrounds, experiences, interests, and developmental needs. 	<p><u>Teacher minimally. . .</u></p> <ul style="list-style-type: none"> develops instructional plans that take into account students’ diverse backgrounds, experiences, interests, and developmental needs. 	<p><u>Teacher frequently. . .</u></p> <ul style="list-style-type: none"> develops instructional plans that take into account students’ diverse backgrounds, experiences, interests, and developmental needs. 	<p><u>Teacher consistently. . .</u></p> <ul style="list-style-type: none"> develops instructional plans that take into account students’ diverse backgrounds, experiences, interests, and developmental needs.

STANDARD IV: STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT 2: Establishing and articulating goals for student learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> establishes instructional goals that are based on curriculum content standards. addresses students' language backgrounds, experience, socio-economic and cultural diversity, and home and school expectations when planning lessons and units. connects learning activities to specific learning goals. maintains expectations for students that are well-defined and clearly communicated. 	<ul style="list-style-type: none"> establishes instructional goals that are based on curriculum content standards. addresses students' language backgrounds, experience, socio-economic and cultural diversity, and home and school expectations when planning lessons and units. connects learning activities to specific learning goals. maintains expectations for students that are well-defined and clearly communicated. 	<ul style="list-style-type: none"> establishes short- and long-term instructional goals that are based on curriculum content standards. addresses students' language backgrounds, experience, socio-economic and cultural diversity, and home and school expectations when planning lessons and units. ensures that learning activities build on students' knowledge and strengths, engage them in critical thinking and problem solving, and are directly related to a learning goal. maintains well-defined goals that appropriately challenge students and communicates these goals to students and families. 	<ul style="list-style-type: none"> establishes short- and long-term instructional goals that are based on curriculum content standards. addresses students' language backgrounds, experience, socio-economic and cultural diversity, and home and school expectations when planning lessons and units. ensures that learning activities build on students' knowledge and strengths, engage them in critical thinking and problem solving, and are directly related to a learning goal. maintains well-defined goals that appropriately challenge students and communicates these goals to students and families.

STANDARD IV: STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING FOR ALL EXPERIENCES FOR ALL STUDENTS

ELEMENT 3: Developing and sequencing instructional activities and materials for student learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS			
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>	
<ul style="list-style-type: none"> ● demonstrates an understanding of content scope and sequence in planning lessons and units. ● develops activities that are logically sequenced within individual lessons. ● makes connections for students between what they have studied and what they are studying. ● plans lessons and units that encourage further exploration of ideas and content based on individual student interests. ● develops assessments that require demonstration of learning from past units as well as the current unit. 	<ul style="list-style-type: none"> ● demonstrates an understanding of content scope and sequence in planning lessons and units. ● develops activities that are logically sequenced within individual lessons. ● makes connections for students between what they have studied and what they are studying. ● plans lessons and units that encourage further exploration of ideas and content based on individual student interests. ● develops assessments that require demonstration of learning from past units as well as the current unit. 	<ul style="list-style-type: none"> ● demonstrates an understanding of content scope and sequence in planning lessons and units. ● develops activities that are logically sequenced within individual lessons. ● develops activities that enable students to make connections between what they have studied and what they are studying. ● plans lessons and units that encourage further exploration of ideas and content based on individual student interests. ● develops assessments that require demonstration of learning from past units as well as the current unit. 	<ul style="list-style-type: none"> ● demonstrates an understanding of content scope and sequence in planning lessons and units. ● develops activities that are logically sequenced within individual lessons. ● develops activities that enable students to make connections between what they have studied and what they are studying. ● plans lessons and units that encourage further exploration of ideas and content based on individual student interests. ● develops assessments that require demonstration of learning from past units as well as the current unit. 	

STANDARD IV: STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT 4: Designing short-term and long-term plans to foster student learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● has a plan for the complete course and knows what content the students should master by the end of it. ● plans units to cover the required material. ● understands the importance of the course content to the student's long-term academic progress and life experience. 	<ul style="list-style-type: none"> ● has a plan for the complete course and knows what content the students should master by the end of it. ● plans units to cover the required material. ● understands the importance of the course content to the student's long-term academic progress and life experience. 	<ul style="list-style-type: none"> ● has a plan for the complete course and knows what content the students should master by the end of it. ● plans units to cover the required material while allowing for review, special projects, and individual student needs. ● understands the importance of the course content to the student's long-term academic progress and life experience, and communicates this importance in interesting, innovative ways. 	<ul style="list-style-type: none"> ● has a plan for the complete course and knows what content the students should master by the end of it. ● plans units to cover the required material while allowing for review, special projects, and individual student needs. ● understands the importance of the course content to the student's long-term academic progress and life experience, and communicates this importance in interesting, innovative ways.

STANDARD IV: STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT 5: Modifying instructional plans to adjust for student needs.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> modifies short- and long-term instructional plans based on evidence that modifications would improve student learning. modifies and revises instruction based on the time students take to complete activities. modifies and revises instruction based on the level of understanding students bring to an activity or unit. modifies and revises instructions based upon past experiences teaching the same content or activity. 	<ul style="list-style-type: none"> modifies short- and long-term instructional plans based on evidence that modifications would improve student learning. modifies and revises instruction based on the time students take to complete activities. modifies and revises instruction based on the level of understanding students bring to an activity or unit. modifies and revises instructions based upon past experiences teaching the same content or activity. 	<ul style="list-style-type: none"> modifies short- and long-term instructional plans based on formal and informal assessment of student work and diverse learning needs. modifies and revises instruction based on the time students take to complete activities. modifies and revises instruction based on the level of understanding students bring to an activity or unit. modifies and revises instructions based upon past experiences teaching the same content or activity. 	<ul style="list-style-type: none"> modifies short- and long-term instructional plans based on formal and informal assessment of student work and diverse learning needs. modifies and revises instruction based on the time students take to complete activities. modifies and revises instruction based on the level of understanding students bring to an activity or unit. modifies and revises instructions based upon past experiences teaching the same content or activity.

STANDARD V: STANDARD FOR ASSESSING STUDENT LEARNING
ELEMENT 1: Establishing and communicating learning goals for all students.

DOES NOT MEET STANDARDS	MEETS STANDARDS			
Teacher rarely . . .	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>	
<ul style="list-style-type: none">● establishes learning goals for all students that reflect key subject matter concepts, skills, and applications.● communicates learning goals to students.● uses a grading system that reflects goals for student learning.● confers with other professionals about learning goals, assessment tools, and grading procedures.	<ul style="list-style-type: none">● establishes learning goals for all students that reflect key subject matter concepts, skills, and applications.● communicates learning goals to students.● uses a grading system that reflects goals for student learning.● confers with other professionals about learning goals, assessment tools, and grading procedures.	<ul style="list-style-type: none">● uses adopted materials and other sources to establish learning goals that reflect key subject matter concepts, skills, and applications.● communicates learning goals to students and families at the beginning of the course and throughout the course as needed.● uses a grading system that accurately reflects goals for student learning, familiarizes students with this grading system, and periodically reviews its correlation to actual student learning and district standards.● works with other professionals to establish and revise learning goals and assessment tools and to compare grading expectations and procedures.	<ul style="list-style-type: none">● uses adopted materials and other sources to establish learning goals that reflect key subject matter concepts, skills, and applications.● communicates learning goals to students and families at the beginning of the course and throughout the course as needed..● uses a grading system that accurately reflects goals for student learning, familiarizes students with this grading system, and periodically reviews its correlation to actual student learning and district standards.● works with other professionals to establish and revise learning goals and assessment tools and to compare grading expectations and procedures.	

STANDARD V: STANDARD FOR ASSESSING STUDENT LEARNING
ELEMENT 2: Collecting and using multiple sources of information to assess student learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> assesses student learning using tools that match instructional goals. bases student evaluation on multiple sources of information. uses assessment data to plan instruction. uses assessment data to adapt instruction to students' individual needs and learning styles. 	<ul style="list-style-type: none"> assesses student learning using tools that match instructional goals. bases student evaluation on multiple sources of information. uses assessment data to plan instruction. uses assessment data to adapt instruction to students' individual needs and learning styles. 	<ul style="list-style-type: none"> assesses student learning using tools that match instructional goals. bases student evaluation on multiple sources of information that assess different skills and learning styles. uses assessment data to plan, adjust, reteach, or accelerate the pace of course content. uses assessment data to adapt instruction to students' individual needs and learning styles. 	<ul style="list-style-type: none"> assesses student learning using tools that match instructional goals. bases student evaluation on multiple sources of information that assess different skills and learning styles. uses assessment data to plan, adjust, reteach, or accelerate the pace of course content. uses assessment data to adapt instruction to students' individual needs and learning styles.

STANDARD V: STANDARD FOR ASSESSING STUDENT LEARNING
ELEMENT 3: Involving and guiding all students in assessing their own learning.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● makes assessment part of the learning process. ● helps students reflect upon, assess, and communicate with others about their learning. ● helps students use assessment to monitor their own progress and goals. 	<ul style="list-style-type: none"> ● makes assessment part of the learning process. ● helps students reflect upon, assess, and communicate with others about their learning. ● helps students use assessment to monitor their own progress and goals. 	<ul style="list-style-type: none"> ● includes assessment activities as an essential part of the learning process and models ways to assess one's own and other's work. ● helps students reflect upon, assess, and communicate with others about their learning. ● helps students during class time use assessment data to monitor their progress and goals. 	<ul style="list-style-type: none"> ● includes assessment activities as an essential part of the learning process and models ways to assess one's own and other's work. ● helps students reflect upon, assess, and communicate with others about their learning. ● helps students during class time use assessment data to monitor their progress and goals.

STANDARD V: STANDARD FOR ASSESSING STUDENT LEARNING
ELEMENT 4: Using the results of assessments to guide instruction.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● uses informal assessments of student learning to plan or adjust instruction. ● uses assessment data to plan ways of teaching subject matter concepts and skills. ● uses assessment information to determine when and how to revisit content. ● uses assessment data to meet students' individual needs. 	<ul style="list-style-type: none"> ● uses informal assessments of student learning to plan or adjust instruction. ● uses assessment data to plan ways of teaching subject matter concepts and skills. ● uses assessment information to determine when and how to revisit content. ● uses assessment data to meet students' individual needs. 	<ul style="list-style-type: none"> ● uses informal assessments of student learning to adjust instruction while teaching. ● uses assessment data to plan more effective ways of teaching subject matter concepts and skills. ● uses assessment information to determine when and how to revisit content. ● uses assessment data to meet students' individual needs. 	<ul style="list-style-type: none"> ● informal assessments of student learning to adjust instruction while teaching. ● uses assessment data to plan more effective ways of teaching subject matter concepts and skills ● uses assessment information to determine when and how to revisit content. ● uses assessment data to meet students' individual needs

STANDARD V: STANDARD FOR ASSESSING STUDENT LEARNING
ELEMENT 5: Communicating with students, families, and other audiences about student progress.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely. . .</u></p> <ul style="list-style-type: none"> provides students with test and project grades. communicates learning goals and information about student progress to students, families, and other pertinent audiences. 	<p><u>Teacher minimally. . .</u></p> <ul style="list-style-type: none"> provides students with test and project grades. communicates learning goals and information about student progress to students, families, and other pertinent audiences. 	<p><u>Teacher frequently. . .</u></p> <ul style="list-style-type: none"> provides students with timely information about their performance on individual activities and on their overall progress in the class. communicates learning goals and information about student progress to students, families, and other pertinent audiences. 	<p><u>Teacher consistently. . .</u></p> <ul style="list-style-type: none"> provides students with timely information about their performance on individual activities and on their overall progress in the class. communicates learning goals and information about student progress to students, families, and other pertinent audiences.

STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 1: Reflecting on teaching practice and planning professional development.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<p><u>Teacher rarely. . .</u></p> <ul style="list-style-type: none"> ● observes students to see how they engage with the course content. ● reflects on the effectiveness of teaching practices. ● develops a long-term plan for professional growth. 	<p><u>Teacher minimally. . .</u></p> <ul style="list-style-type: none"> ● observes students to see how they engage with the course content. ● reflects on the effectiveness of teaching practices. ● develops a long-term plan for professional growth. 	<p><u>Teacher frequently. . .</u></p> <ul style="list-style-type: none"> ● observes students to see what contributes to student learning and creates enthusiasm for the subject matter. ● reflects on the effectiveness of teaching strategies, activities, and the organization of the course content. ● develops and implements a plan for professional growth and monitors it on a regular basis. 	<p><u>Teacher consistently. . .</u></p> <ul style="list-style-type: none"> ● observes students to see what contributes to student learning and creates enthusiasm for the subject matter. ● reflects on the effectiveness of teaching strategies, activities, and the organization of the course content. ● develops and implements a plan for professional growth and monitors it on a regular basis.

STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 2: Establishing professional goals and pursuing opportunities to grow professionally.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u> <ul style="list-style-type: none">● perceives professional growth as necessary throughout one’s career.● participates in appropriate professional development activities as recommended or required.● uses professional literature and development opportunities to improve teaching and learning.● employs new instructional methods that make the curriculum accessible to every student.	<u>Teacher minimally. . .</u> <ul style="list-style-type: none">● perceives professional growth as necessary throughout one’s career.● participates in appropriate professional development activities as recommended or required.● uses professional literature and development opportunities to improve teaching and learning.● employs new instructional methods that make the curriculum accessible to every student.	<u>Teacher frequently. .</u> <ul style="list-style-type: none">● perceives professional growth as necessary and desirable throughout one’s career.● seeks out opportunities to participate in professional development activities based on self-defined goals.● uses professional literature and development opportunities to improve teaching and learning.● seeks out and refines instructional methods that make the curriculum accessible to every student.	<u>Teacher consistently. . .</u> <ul style="list-style-type: none">● perceives professional growth as necessary and desirable throughout one’s career.● seeks out opportunities to participate in professional development activities based on self-defined goals.● uses professional literature and development opportunities to improve teaching and learning.● seeks out and refines instructional methods that make the curriculum accessible to every student.

STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 3: Working with communities to improve professional practice.

DOES NOT MEET STANDARDS	MEETS STANDARDS			
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>	
<ul style="list-style-type: none">● seeks to understand the cultural values of the students’ community.● values and respects the students’ community and understands its role in student learning.● promotes collaboration between school and community.● uses school, district, and local community resources to benefit students and their families.	<ul style="list-style-type: none">● seeks to understand the cultural values of the students’ community.● values and respects the students’ community and understands its role in student learning.● promotes collaboration between school and community.● uses school, district, and local community resources to benefit students and their families.	<ul style="list-style-type: none">● seeks to understand the cultural values of the students’ community.● values and respects the students’ community and uses knowledge of this community to develop innovative programs and learning activities.● promotes collaboration between school and community and finds ways to interact with students outside the classroom.● seeks out school, district, and local community resources to benefit students and their families.	<ul style="list-style-type: none">● seeks to understand the cultural values of the students’ community.● values and respects the students’ community and uses knowledge of this community to develop innovative programs and learning activities.● promotes collaboration between school and community and finds ways to interact with students outside the classroom.● seeks out school, district, and local community resources to benefit students and their families.	

STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 4: Working with families to improve professional practice.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u> <ul style="list-style-type: none">● uses families to provide information about students’ cultural, linguistic, and social backgrounds.● communicates with families regarding student progress.● uses available resources to communicate with students and families.● informs families of opportunities to participate in the classroom and school community.	<u>Teacher minimally. . .</u> <ul style="list-style-type: none">● uses families to provide information about students’ cultural, linguistic, and social backgrounds.● communicates with families regarding student progress.● uses available resources to communicate with students and families.● informs families of opportunities to participate in the classroom and school community.	<u>Teacher frequently. . .</u> <ul style="list-style-type: none">● uses families as important sources of knowledge about students’ cultural, linguistic, and social backgrounds.● maintains timely and responsive communication with families regarding student progress or other concerns.● uses additional resources to ensure that communication with all students and families of all languages is understood.● provides opportunities and encourages families to participate in the classroom and school community.	<u>Teacher consistently. . .</u> <ul style="list-style-type: none">● uses families as important sources of knowledge about students’ cultural, linguistic, and social backgrounds.● maintains timely and responsive communication with families regarding student progress or other concerns.● uses additional resources to ensure that communication with all students and families of all languages is understood.● provides opportunities and encourages families to participate in the classroom and school community.

STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 5: Working with colleagues to improve professional practice.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently. . .</u>
<ul style="list-style-type: none"> ● maintains professional relationships with a few colleagues to fulfill required duties. ● participates in school-wide events and learning activities. ● prevents and resolves personal and professional conflicts with colleagues. ● collaborates with teachers, administrators, education specialists and paraprofessionals to meet students' diverse needs. ● discusses with colleagues ways to improve teaching. 	<ul style="list-style-type: none"> ● maintains professional relationships with a few colleagues to fulfill required duties. ● participates in school-wide events and learning activities. ● prevents and resolves personal and professional conflicts with colleagues. ● collaborates with teachers, administrators, education specialists and paraprofessionals to meet students' diverse needs. ● discusses with colleagues ways to improve teaching. 	<ul style="list-style-type: none"> ● maintains professional relationships with all colleagues and becomes a visible and valued member of the school community. ● assumes leadership roles in planning and implementing school-wide events and learning activities. ● prevents and resolves personal and professional conflicts with colleagues. ● participates in opportunities for collaboration with teachers, administrators, education specialists and paraprofessionals to meet students' diverse needs. ● is sought out by other colleagues to discuss and develop ways to improve teaching and school-wide procedures. 	<ul style="list-style-type: none"> ● maintains professional relationships with all colleagues and becomes a visible and valued member of the school community. ● assumes leadership roles in planning and implementing school-wide events and learning activities. ● prevents and resolves personal and professional conflicts with colleagues. ● participates in opportunities for collaboration with teachers, administrators, education specialists and paraprofessionals to meet students' diverse needs. ● is sought out by other colleagues to discuss and develop ways to improve teaching and school-wide procedures.

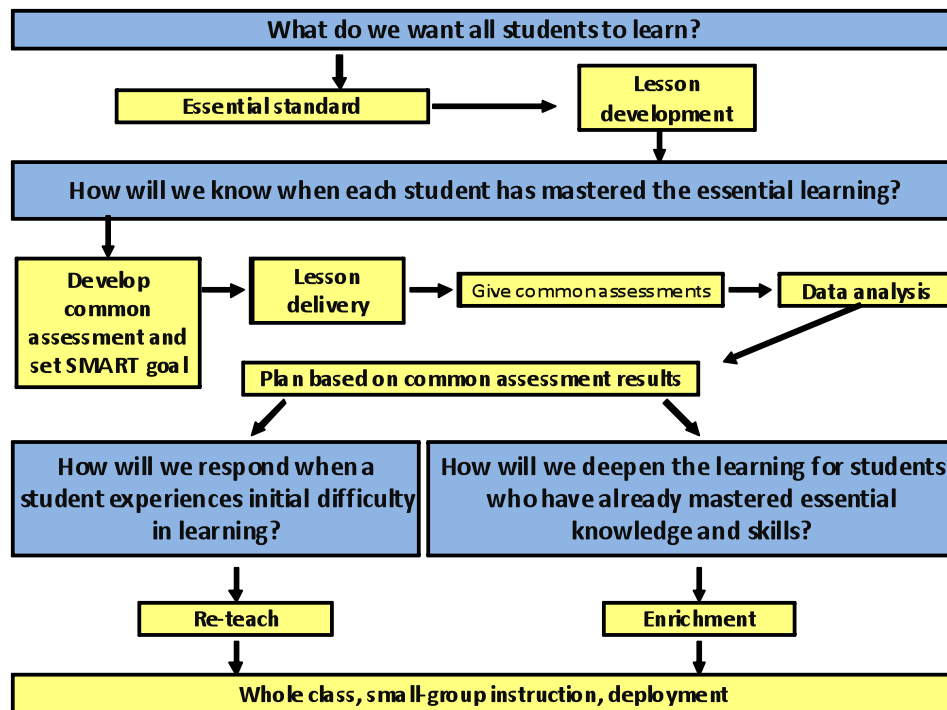
STANDARD VI: STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR
ELEMENT 6: Balancing professional responsibilities and maintaining motivation.

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<u>Teacher rarely. . .</u>	<u>Teacher minimally. . .</u>	<u>Teacher frequently. . .</u>	<u>Teacher consistently</u>
<ul style="list-style-type: none"> ● demonstrates professional conduct in the classroom and school community ● fulfills professional and legal responsibilities ● balances professional responsibilities with personal needs ● maintains a positive attitude and a healthy perspective on work. 	<ul style="list-style-type: none"> ● demonstrates professional conduct in the classroom and school community. ● fulfills professional and legal responsibilities ● balances professional responsibilities with personal needs ● maintains a positive attitude and a healthy perspective on work. 	<ul style="list-style-type: none"> ● demonstrates sound judgment, integrity, and professional conduct in the classroom and school community. ● fulfills professional and legal responsibilities. ● balances professional responsibilities with personal needs. ● develops positive relationships with colleagues in order to enjoy work, reduce stress, and maintain enthusiasm for teaching. 	<ul style="list-style-type: none"> ● demonstrates sound judgment, integrity, and professional conduct in the classroom and school community. ● fulfills professional and legal responsibilities. ● balances professional responsibilities with personal needs. ● develops positive relationships with colleagues in order to enjoy work, reduce stress, and maintain enthusiasm for teaching.

Appendix D5i.II

Sanger USD Professional Learning Community (PLC) Team Learning Process

Sanger Unified School District Professional Learning Community (PLC) Team Learning Process



Step One: Identify essential standards that all students must learn in each content area during each unit of instruction at each grade level or in each course throughout the school year.

Step Two: Create and work from a common pacing guide and curriculum maps that each teacher follows as they develop lessons. PLC team must dialogue to develop the best way to sequence and pace the content to ensure all students acquire the essential knowledge.

Step Three: Develop common formative assessments. The PLC must agree on what students must learn and create instruments or processes to monitor the learning of each student. Formative assessments are assessments of learning.

Step Four: Establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment (SMART Goals). The PLC must set a fair, yet challenging, benchmark score that each student is required to attain to demonstrate proficiency.

Step Five: Administer the common assessments and analyze results. Members of the PLC share their results for joint analysis for areas of celebration and concern.

Step Six: Celebrate strengths and identify and implement improvement strategies.

Appendix D5i.III

ACSA, NTC, and County Offices of Education Coaching Program

ACSA, NTC, and County Offices of Education Coaching Program

A collaboration between the Association of California School Administrators (ACSA), the New Teacher Center (NTC), and 11 local County Office of Education affiliates provides a coaching program that matches new administrators with an accomplished and experienced coach who is a proven educational leader and has been trained and certified in research-based coaching techniques. The coaching time can be used to fulfill the 80-hour practicum requirements of the ATP program. Since its inception in 2004, over 1,200 principals have completed this coaching program.

Appendix E.I

Assurance E Workplan Timeline

RttT E Activities and Timeline

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
Increased LEA capacity and conditions to implement turnarounds <i>Project: LEA Capacity Building</i>	Develop research – based checklist of LEA conditions critical for turnaround success	Dec 2010	CDE
	Support LEAs in implementing gaps identified by diagnostic tool through creation of Turnaround Partnerships and Learning Communities (see below)	2010 – 2014	Participating LEAs
	Review and approve plans for participating LEAs' transition to the intervention models for their persistently lowest-achieving schools	Dec 2010	Data Systems Steering Committee (overseen by the RttT Implementation Team)
Schools have the tools and resources they need to implement turnaround <i>Project: Turnaround Tools</i>	Provide access to online assessment bank and data dashboard	2011 – ongoing	RttT Implementation Team
	Fund and manage demonstration grants	2010 – 2014	Funds managed by RttT Implementation Team. Demonstrations implemented by Participating LEAs
Parents of turnaround schools students are engaged as partners <i>Project: Parent and Community Engagement</i>	Enable schools and LEAs to post parent engagement resources on online portal	2011 – ongoing	Data Systems Steering Committee
	State heads up initiative to collect and develop resources for LEAs/Schools to use in engaging parents as partners	2010-2014	RttT Implementation Team
	Fund turnaround schools to engage parents as partners	2010 – 2014	Participating LEAs
LEAs of turnaround schools are engaged in learning partnerships with other LEAs <i>Project: Turnaround Partnerships and Learning Communities</i>	For lowest-achieving schools, broker and fund partnerships with LEAs or other support organizations to provide critical turnaround assistance	2010 – 2014	RttT Implementation Team
	Convene turnaround school educators on an annual basis to discuss results and further share best practices	2010 – 2014	RttT Implementation Team
	Create annual report summarizing progress of turnaround schools and lessons learned	2010 – 2014	RttT Implementation Team
Ensure accountability of LEAs participating in turnarounds <i>Project: Ensure Accountability</i>	Coordinate and manage accountability target data including inputting target data into Data Dashboard	2010 – 2014	RttT Implementation Team
	Provide incentives for LEAs to make high quality resources available online	2010 – 2014	RttT Implementation Team / Participating LEAs
	Schools will implement two accountability walkthroughs per year	2011 – 2014	Participating LEAs
	Implement escalation procedures if accountability targets are	2012 – 2014	RttT Implementation Team

<i>Expected Outcome</i>	<i>Activities</i>	<i>Timeline</i>	<i>Responsible Parties</i>
	not met		
Increased leadership capacity at turnaround schools <i>Project: Turnaround Teachers and Leaders</i>	Fund high potential leaders to serve as Turnaround Fellows in turnaround schools	2010 – 2014	RttT Implementation Team
Turnaround Schools have additional resources to implement high impact strategies <i>Project: Discretionary Funding for Turnaround Schools</i>	Provide discretionary funds for turnaround schools to implement key turnaround strategies	2010 – 2014	RttT Implementation Team
Knowledge and insights gained from turnaround experience is mined and shared <i>Project: Learning and Evaluation</i>	Conduct evaluation of four intervention models in the lowest-achieving schools to examine implementation and determine effects of the model	2010 – 2104	RttT Implementation Team
	Work with outside foundations to coordinate a cross-state forum in 2013 that will collect and disseminate best practices for turning around low-performing schools	2013 - 14	RttT Implementation Team

Appendix E1.I

Description of the State's Applicable Laws, Statutes, Regulations, or Other Relevant Legal Documents

Evidence for (E)(1)(i):

- Description of the State's applicable laws, statutes, regulations, or other relevant legal documents
-

E.C. 52059.

52059. (a) For purposes of complying with the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), a statewide system of school support shall be established by the department to provide a statewide system of intensive and sustained support and technical assistance for school districts, county offices of education, and schools in need of improvement. The system shall consist of regional consortia as well as district assistance and intervention teams and other technical assistance providers.

(b) The regional consortia shall work collaboratively with, and provide technical assistance to, school districts and schools in need of improvement by doing the following:

(1) Reviewing and analyzing all facets of the operation of a local educational agency or school, including the following:

(A) The design and operation of the instructional program offered by the local educational agency or school.

(B) The recruitment, hiring, and retention of principals, teachers, and other staff, including vacancy issues. The regional consortia may request the assistance of the Fiscal Crisis and Management Assistance Team to review school district or school recruitment, hiring, and retention practices.

(C) The roles and responsibilities of district and school management personnel.

(2) Assisting the local educational agency or school in developing recommendations for improving pupil performance and school operations.

(3) Assisting the local educational agency or school in efforts to eliminate misassignments of certificated personnel.

(c) For purposes of performing the functions specified in subdivision (b), funds for the regional consortia shall be distributed based on the number of Title I schools, the pupil enrollment in those schools, and the number of school districts in each region that have been identified as being in need of improvement pursuant to Section 6316 of Title 20 of the United States Code.

(d) The regional consortia shall ensure that support is provided in the following order of priority:

(1) To school districts or county offices of education with schools that are subject to corrective action under Section 6316(b) (7) of Title 20 of the United States Code.

(2) To school districts or county offices of education with schools that are identified as being in need of improvement pursuant to Section 6316(b) of Title 20 of the United States Code.

(3) To provide support and assistance to school districts and county offices of education with schools participating under the federal No Child Left Behind Act of 2001 that need support and assistance to achieve the purposes of that act.

(4) To provide support and assistance to other school districts and county offices of education with schools participating in a program carried out under this chapter.

(e) In accordance with paragraph (4) of subdivision (d) of Section 52055.57, the Superintendent may recommend, and the state board may approve, that a local educational agency that has been identified for corrective action under the federal No Child Left Behind Act of 2001 contract with a district assistance and intervention team or other technical assistance provider to receive technical assistance, including, but not limited to, a needs assessment of the local educational agency.

(1) The Superintendent shall develop, and the state board shall approve, standards and criteria to be applied by a district assistance and intervention team or other technical assistance

provider in carrying out its duties. The standards and criteria that a district assistance and intervention team or other technical assistance provider shall use in assessing a local educational agency shall address, at a minimum, all of the following areas:

(A) Governance.

(B) Alignment of curriculum, instruction, and assessments to state standards.

(C) Fiscal operations.

(D) Parent and community involvement.

(E) Human resources.

(F) Data systems and achievement monitoring.

(G) Professional development.

(2) Not later than 120 days after the assignment of a district assistance and intervention team or other technical assistance provider, or the next regularly scheduled meeting of the state board following the expiration of the 120 days, the team shall complete a report based on the findings from the needs assessment performed pursuant to paragraph (1). The report shall include, at a minimum, recommendations for improving the areas specified in paragraph (1) that are found to need improvement. The report also shall address the manner in which existing resources should be redirected to ensure that the recommendations can be implemented.

(3) Not later than 30 days after completion of the report specified in paragraph (2), the governing board of the local educational agency may submit an appeal to the Superintendent to be exempted from implementing one or more of the recommendations made in the report. The Superintendent, with approval of the state board, may exempt the local educational agency from complying with one or more of the recommendations made in the report.

(4) Not later than 60 days after completion of the report, the governing board of the local educational agency shall adopt the report recommendations described in paragraph (2), as modified by any exemptions granted by the Superintendent under paragraph (3), at a regularly scheduled meeting of the governing board.

(f) A local educational agency that is required to contract with a district assistance and intervention team or other technical assistance provider pursuant to this section shall reserve funding provided under subdivision (d) of Section 52055.57 to cover the entire cost of the team or other technical assistance provider before using that funding for other reform activities.

(g) Upon an evidence-based finding that a district assistance and intervention team or other technical assistance provider has not fulfilled its legal obligations pursuant to this section, the Superintendent, with the approval of the state board, may remove the district assistance and intervention team or other technical assistance provider from the state list of eligible providers.

(h) The provisions of this section are declarative of technical assistance requirements under the federal No Child Left Behind Act of 2001 outlined in Section 6316(b) and (c) and Section 6317(a) of Title 20 of the United States Code.

(i) For purposes of this article, all references to schools shall include charter schools.

Appendix E1.II

Text of SBX5 1; E.C. 53202

Text of SBX5 1; E.C. 53202

E.C. 53202.

53202. (a) For purposes of implementing the federal Race to the Top program established by Sections 14005 and 14006 of Title XIV of the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, shall implement, for any school identified by the Superintendent as persistently lowest-achieving pursuant to subdivision (b) of Section 53200, unless the Superintendent and the state board determines, to the extent allowable under federal law, that the school has implemented a reform within the last two years that conforms to the requirements of the interventions required by the Race to the Top program and is showing significant progress, one of the following four interventions for turning around persistently lowest-achieving schools described in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009:

- (1) The turnaround model.
- (2) The restart model.
- (3) School closure.
- (4) The transformation model.

(b) Prior to the governing board meeting to select one of the four interventions described in subdivision (a), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, with one or more persistently lowest-achieving schools shall hold at least two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting, if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

(c) In addition to meeting the requirements specified in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, a persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school.

- (1) For purposes of this article, a mentor school is a school that meets either of the following:
 - (A) The school has exited Program Improvement pursuant to the No Child Left Behind Act.
 - (B) The school has increased, in the statewide rankings based on the Academic Performance Index, by two or more deciles over the last five years, using the most recent data available.
- (2) The principal and, at the discretion of the principal, the staff of a mentor school shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model.
- (3) To the extent that federal funds are made available for this purpose pursuant to subdivision (c) of Section 53101, the mentor school shall receive funds for serving as a mentor school. As a condition for receipt of funds, the principal, and at the principal's discretion, the staff, of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years.

Appendix E2.I

High Priority School Grants Program Description

High Priority School Grants Program Description

Following the implementation of II/USP, in 2001 California introduced a second program, the High Priority Schools Grant Program (HPSGP), that focused attention on the bottom 10 percent of schools in the state. This program provided more funds for each participating school (\$400 per pupil after a planning grant in the first year) to develop and implement a plan for improvement and ensure that basic inputs such as textbooks were in place. Schools were funded for one planning year and three to five years of implementation.

Appendix E2.II

District Assistance Survey

District Assistance Survey

Introduction to the District Assistance Survey follows. (Retrieved January 12, 2010, from: <http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?pr=www&query=District%20Assistance%20Survey&submit=GO>)

District Assistance Survey (DAS)

Introduction

The DAS is one of four self assessment tools developed by the California Department of Education (CDE). All four tools – the DAS, the Academic Program Survey (APS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities – are based upon the nine Essential Program Components (EPCs) for Instructional Success and provide different perspectives on building a coherent instructional system for all students.

Purpose of the DAS

Underperforming schools and districts need policy and programmatic clarity and coherence to effectively address their students' diverse needs. The DAS is designed to guide local educational agencies (LEAs) and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work codified in California *Education Code (EC)* Section 52059(e)(1).

- A. Governance
- B. Alignment of Curriculum, Instruction and Assessments to State Standards
- C. Fiscal Operations
- D. Parent and Community Involvement
- E. Human Resources
- F. Data Systems/Data Analysis/Ongoing Monitoring
- G. Professional Development

Assumptions Behind the DAS

Embedded in the DAS are several basic assumptions about what makes a district effective. These assumptions include the following district-level components:

- A shared vision that begins at the top of the system and can be seen throughout the system. This vision reflects a commitment to the academic achievement of all students and is supported through district structures, policies, practices and resource allocation.
- The district instructional system reflects the district's vision and addresses specific expectations in curriculum, instruction and assessment practices to help schools meet the academic needs of students. This instructional system includes:
 - An effective and rigorous implementation of the State Board of Education (SBE)-adopted/standard-aligned instructional programs.
 - Coherent and ongoing district-wide professional development services focused on the implementation of the local educational agency (LEA)-adopted instructional materials, instructional planning, and analysis of student achievement data.
 - A robust data system that provides timely and useful formative and summative assessment data to inform decisions about classroom and school-wide practices and programs.
 - A Response to Instruction and Intervention (RtI2) model, which builds from the benchmark curriculum for all to include strategic and intensive services for students who are performing below grade level standards.
- The district actively monitors student progress toward specific academic achievement targets utilizing various ongoing data collection processes and provides ongoing support to site administrators and teachers when needed.

- District achievement targets and interventions to support students are incorporated into the LEA Plan, which is evaluated annually to ensure that critical programs and efforts are improving the achievement of all students.
- The district actively engages parents in their children's education and has an effective system in place to communicate with parents, in a language they understand and in a timely manner, information on their students' academic performance, strategies to support their learning, grade-level standards, academic proficiency levels, and, as needed, available interventions in reading/language arts and mathematics.

Also embedded in the DAS are assumptions about what comprises a strong instructional program and what expectations districts should have for all teachers and site administrators.

- The SBE-adopted kindergarten through grade eight basic core and intensive intervention instructional materials and standards-aligned materials for secondary students are the foundation of an academically rigorous instruction program.
- The academic program is supported by high-quality first instruction in all schools and for all students. High-quality first instruction is based on teacher knowledge of the standards, research-based subject-matter pedagogy, and an ability to engage students in learning.
- Teaching and learning are enhanced by the regular use of formative/curriculum embedded assessments and collaborative analysis of student achievement data by grade and course level teams. This data allows for the timely monitoring of student progress, identification of students in need of strategic support, and modifications of instructional delivery.
- SBE-adopted intensive interventions are provided to students performing well below grade-level standards (more than two years) and are intended to accelerate learning so that students can return to the regular classroom, with strategic support, as soon as possible.
- English learners (ELs) are provided English-language development (ELD) until they are reclassified. Language proficiency assessments are used to place students appropriately for ELD. The progress of ELs is regularly monitored for gains in English proficiency and academic achievement.
- Students with disabilities (SWDs) are assessed and prescribed services through an Individualized Educational Program (IEP). To the extent possible and as supported by their IEP, SWDs are included in the basic core program, with additional support provided through strategic or intensive interventions.
- Data use is central to an effective intervention program so that students, parents and teachers are knowledgeable about student learning growth and can help promote a sense of urgency about moving students through interventions quickly in order to access the core grade-level curriculum. Collaboration among special education teachers and general education teachers establishes a vital link to ensure coherence of program for these learners.

LEAs advance this effort through the judicious allocation of general and categorical funds, for instance, to ensure that resources are allocated first to the lowest performing schools and to schools with low-achieving subgroups.

Administration of the DAS

Prior to a discussion on the DAS, it is recommended that the district conduct the APS at designated school sites to determine the level of implementation of each of the nine EPCs. The district-level ELSSA and the Inventory of Services and Supports (ISS) for Students with Disabilities will also enrich district discussions on the level and quality of services provided to ELs and SWDs and on the progress of these students in meeting achievement goals.

The standards for district work focus on broad district structures and support systems. In the DAS, each standard is accompanied by a "full implementation" statement to assist in gauging its level of implementation. Unlike the APS, which ascribes four distinct levels of implementation to each standard, the DAS examines each standard along a broad continuum and includes three levels of implementation:

full, partial (defined as “in progress”), and minimal. Users are asked to read the full implementation statements that accompany each standard and make a judgment as to the level at which the LEA implements the standard.

When completing the DAS, all key stakeholders need to be included. These include the district superintendent, district administrators, site principals, teacher leaders, representatives of the teachers’ association, parents, and community members.

Limitations on Use of the DAS

The data derived from the DAS are intended to be used as a catalyst for conversations about district and school improvement and accelerated student academic achievement. The survey may be limited by the experience or knowledge of stakeholders using the tool as well as the validity of the data.

Over the course of 2009-10, the California Comprehensive Center will be working with the CDE to examine the contents of the DAS and make recommendations for any needed changes. If you wish to be involved in this work, please e-mail the CDE at LEAP@cde.ca.gov.

Appendix E2.III

District Assistance and Intervention Team (DAIT) Process

District Assistance and Intervention Team (DAIT) Process

The State requires select corrective action LEAs, depending on LEA need, to contract with a District Assistance and Intervention Team (DAIT) to receive guidance, technical assistance, and support and where appropriate, to direct the activities of the district. This research-based process has been introduced in California through a comprehensive rollout process that first involved a formative evaluation of an initial pilot with four districts, then a foundation-funded state pilot program with 15 districts, followed finally by full implementation that tiered supports for districts by identifying districts most in need. DAIT teams are approved by the state and include independent educational consulting groups and county offices of education. The DAIT is required to conduct a needs assessment of the district, assist the district in revising its LEA plan, and assist the LEA in implementing the plan. Districts are required to adopt the DAIT recommendations. DAITs provide updates to the State Board of Education regularly. Their work is focused on the seven key areas of district capacity: The LEA Program Improvement system in California is focused on seven areas of district capacity, aligned with the nine EPCs: governance; alignment of curriculum, instruction, and assessment to state standards; fiscal operations; parent and community

Appendix E2.IV

Description of the Fresno-Long Beach Partnership

Special Series on the Fresno Long Beach Learning Partnership: Perspectives of District Leaders

California Collaborative on District Reform

December 2009

Introduction: The Fresno-Long Beach Learning Partnership

Authors

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Jim Brown
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About this series

This brief is the first in a series that will explore the promise and challenge of the Fresno-Long Beach Learning Partnership. This project is funded by grants from the Stuart Foundation and the Hewlett Foundation.

Preparing all students for success in higher education or a career is the goal of many reform efforts in school districts today. At first glance, the goal seems straightforward. And yet one California district leader recently described the process of actually moving complex education systems toward that goal as “bone crushing and deeply emotional.”

Building capacity for that challenging work is what the Fresno Unified-Long Beach Unified Learning Partnership is all about. The Partnership is a joint effort of the third- and fourth-largest districts in California to pursue common goals, measure student outcomes, share professional knowledge, learn from each other, and support each other's progress. It differs from other networks or professional associations in the level of joint commitment across the two systems, the deep engagement in common activity, and the strong agreement about the leadership practices that are most likely to make a difference for student achievement. It also differs from other strategies to assist low-performing districts or schools because it involves *shared learning* between districts rather than external technical assistance to fuel improvement. As a learning initiative, the Partnership is an experiment that holds promise not just for these two districts but also for other urban systems and for the state as a whole.

The Fresno-Long Beach Learning Partnership is a collaboration that aims to improve student outcomes, accelerate achievement for all students, and close achievement gaps by capitalizing on shared systemic capacity-building across two high-need districts. The districts agreed that their common goal should be to “prepare all

students to be ready for success in higher education or a career with significant economic growth potential.” Prompted by a concern about dropout rates and the

The goal of the Fresno-Long Beach Partnership is to prepare all students to be ready for success in higher education or a career with significant economic growth potential.

inadequate preparation students were receiving for higher education and meaningful career opportunities, leaders from the two districts began to identify key strategies to improve student performance. These strategies initially focused on English learners, mathematics instruction, and leadership development.

Learning at the center of the Partnership

The work of the Partnership revolves around learning – student learning, adult learning, and systems learning. The Partnership has established goals related to student learning that drive the districts' joint work. Guiding the Partnership is an implicit theory of action: as leaders collaborate and learn more about what they must do to improve student achievement, student learning will improve. Both districts in the Partnership track the extent to which their various strategies that focus on mathematics, English language learners, leadership development, continuous improvement, and systems alignment are proving effective by using the data dashboards that have been tailored to

reflect their improvement goals. Indicators reflect annual goals, but also measure interim student progress. District leaders examine data across the two districts, followed by discussions of what they can do to accelerate progress. The frequency of this data analysis allows district staff to take action immediately. After noting a flattening of math scores on benchmark tests, one superintendent wondered, “Why would we wait until next year to act on what we have learned early on this year?”

The Partnership is more than just effective use of data. It is also a mechanism for systems learning that suggests a potential alternative (or complement) to current approaches to intervening in districts identified for improvement under

federal or state policy. Existing state approaches rely on external technical assistance providers to bring in knowledge and strategies for improvement. But external providers may not be able to support the embedded, ongoing learning that characterizes the Fresno-Long Beach Learning Partnership. Moreover, as the number of districts and schools in Program Improvement¹ continues to grow and as state resources remain constrained, innovative alternatives to existing intervention processes are essential. In addition to being an innovative approach through which the districts have defined their shared goals, the Partnership offers an alternative to the us/them dynamic – whether intentional or not – that often characterizes district work with external providers.

District Key Facts, 2008-2009

	Fresno Unified	Long Beach Unified
Total Enrollment	76,621	87,509
Annual Budget	\$437 million	\$746 million
Free and Reduced Price Lunch	80.4%	68.3%
FTE Teachers	3917.2	4016.6
Fully Credentialed Teachers	98.5%	97.6%
Length of Superintendent Service	4 years	7 years
Other information	Broad Prize for Urban Education winner in 2003 and five-time finalist for the award	
Demographics		
Latino	60.1%	51.6%
African American	10.7%	17.1%
White	13.9%	16.1%
Asian	13.4%	8.1%
Filipino	0.4%	3.7%
Pacific Islander	0.4%	1.9%
American Indian/Alaskan Native	0.7%	0.2%
English Learners	26.0%	23.7%

Source: DataQuest, California Department of Education

This brief, the first in a series to document this unique cross-district collaboration, describes the initiation and early stages of the Partnership, and suggests that the processes for organizational learning the Partnership has created may lead to sustained district improvement over time. The Partnership might thus serve as a model for leaders in other districts who are similarly committed to achieving common goals and who are willing to identify and share the leadership

practices most likely to foster student achievement.

This brief is based upon interviews we conducted with leaders from both districts who have been directly involved in the Partnership. We interviewed district superintendents, leaders tasked with management of the Partnership itself, and district administrators leading each of the three strands of work. Each was interviewed twice – once in the winter and then again in late

spring. In addition, we attended one of the joint Partnership meetings. All of the district leaders with whom we spoke noted the differences between the Partnership and other professional networks. Discussions with their partners, they said, were more candid and allowed them to dig more deeply into their challenges and collaboratively solve problems. The benefits cited by those with whom we spoke certainly point to

the promise of this Partnership as an alternative to traditional strategies for district support. And yet, because their progress appears to depend upon the relationships they establish, partnerships such as this may not necessarily transfer to other settings, and require the hard work and commitment of all involved.

Genesis of the Fresno-Long Beach Learning Partnership

Forming the Partnership

In large part, the initiative is the result of a collegial relationship between Superintendents Mike Hanson (Fresno) and Chris Steinhauser (Long Beach) that developed through their involvement in the California Collaborative on District Reform, the Urban Education Dialogue, and other professional networks. The superintendents found many commonalities in their approaches to improvement, including a shared belief that district leaders and practitioners have much to learn from their own practice and from one another, that commitment to continuous improvement is critical if meaningful progress is to be made, and that greater flexibility in the use of state and federal funds can enable more effective targeting of resources to specific improvement strategies. These leaders believed that solutions to the challenges they face would more likely come from their own efforts than through compliance with requirements from external agencies. They also realized that each had something to offer the other.

The Partnership began informally as district staff shared their work, particularly in elementary mathematics. Initially, Long Beach shared its success in elementary mathematics instruction (through the MAP2D program).² Fresno district-level staff visited schools and classrooms in Long Beach to see the program in action. Together staff from both districts discussed the ways in which MAP2D was implemented in Long Beach and what the successes and barriers to implementation had been. Learning from those candid conversations, Fresno adapted the program to fit their local context and needs, and had experts from Long Beach provide professional development to the coaches and principals in Fresno.

Building on these informal shared learning opportunities, the superintendents developed a Memorandum of Understanding (MOU) that spelled out the Partnership's goals, strategies and

indicators of success. Once the formal partnership had been established and the three focal areas identified, there were other opportunities for collaboration that emerged as well, such as technology, where Fresno was making more progress than Long Beach. A Hewlett Foundation grant played an essential role in supporting the first phase of inter-district visits.

The superintendents found many commonalities in their approaches to improvement, including a shared belief that district leaders and practitioners have much to learn from their own practice and from one another.

Another opportunity for shared practices has been district efforts to ensure equity and access. As an operating principle that applies across all grades, equity and access is related to such issues as promotion/ retention, English learner placement, and Algebra 1 participation. The Partnership has focused attention initially on A-G³ requirements and Advanced Placement (AP) classes. For example, Fresno has recently created a division to increase student access to courses that fulfill the A-G course pattern. Long Beach has also had a long history of addressing issues related to equity and access and has had great success in increasing its AP participation and passing rates. While learning from each other on these multiple fronts, the Partnership has evolved. A little more than a year after the districts formalized their Partnership, they are now poised to jointly tackle middle and high school mathematics and instruction for English Learners and the implications of these areas of focus for leadership development.

Committing to success

One important characteristic of the Partnership is the commitment to student success. Although many districts strive to improve student achievement, what makes the commitment striking in this Partnership is the fact that it permeates everything the districts do together, and keeps them tightly focused on their goals. This commitment is evidenced by the strong results-based accountability systems in place to track students' progress. As both districts regularly examine their progress together, these accountability systems guide the learning of teachers and administrators in the district as well. The superintendents hold themselves and other professionals in the system accountable for results and use data to track progress toward benchmarks that have been set for each of their goals. Both superintendents have incorporated the work of the Partnership into their own evaluations and hold themselves accountable through the use of data dashboards that build targets into different levels of the system.

In Long Beach, Superintendent Steinauer ties his evaluation to the measures of the Academic Success initiative. In Fresno, Mike Hanson ties his evaluation to the district data dashboard. Fresno's data dashboards include specific annual targets for achievement in mathematics and English language arts, social/emotional indicators, indicators of whether students are on track for college and career preparation, and indicators related to leadership development, facilities, safety, and community engagement. Long Beach uses many of the same metrics that are then rolled up into a summary document to inform the community about progress on key district-wide initiatives.

The districts use these measures to obtain greater flexibility in their use of state resources. Such flexibility would enable the districts to align their resources more closely with the goals and strategies of their Partnership. The district leaders realized that if they were granted greater flexibility for resource allocation, however, there would have to be clear evidence to indicate whether particular strategies were having the desired impact on student outcomes. Thus, the Partnership metrics focus primarily on academic measures. Every formal meeting of the Partnership addresses these measurements and the immediate and long-term actions necessary to make sure the districts continue to move in the right direction.

Building a Partnership team

The superintendents in both districts realized that the success of their efforts would depend on developing and institutionalizing systems, structures, and processes that could support the ongoing work of the Partnership even if a change in leadership were to occur. While all staff are expected to achieve the goals of the Partnership, the Superintendents involved several central office staff from each district to focus district attention specifically on the strategies of the Partnership. Building on previous communications between district mathematics leaders as well as their own deepening professional relationship, the two superintendents identified key personnel in mathematics, English language learner instruction, and leadership development to join the Partnership team. In addition, they named Robert Tagorda, Assistant to the Superintendent, in Long Beach and Vincent Harris, Executive Officer, District Accountability, in Fresno as the district

As one leader said, "We no longer think in terms of our kids and their kids...they're all our kids."

leaders responsible for the overall coordination of the team and its activities. Both report directly to their superintendent and both participated in the Broad Residency in Urban Education, an experience that has given them a common framework to guide the Partnership's reform efforts.

Developing relationships and trust

In this first year of the Partnership, district leaders have learned to trust that their joint commitment to a common vision and mission will drive their discussions of accountability and the development of common tools. Developing relationships across the districts has taken time, but these relationships have allowed the conversations to be candid and honest. In addition, meeting together has helped the team identify differences across the two districts and opportunities for common work. This commitment to success in both districts motivates district leaders to seek opportunities to share resources that they believe will accelerate the pace of improvement.

Working Within a Shared Learning Community

The work of the partners has emerged over time and continues to evolve. Thus the initiative's development suggests that there is an organic reform process in place that is complex but that may have an important advantage over existing intervention processes. Leaders from both districts described the central role their early discussions about sustainable and effective improvement strategies played in the development of the Partnership.

Quarterly meetings

The quarterly meetings of district partners alternate between the Fresno and Long Beach district offices, and include both superintendents, leaders of the partnership work, and key staff responsible for the three areas: mathematics, English learners, and leadership development. Early meetings helped develop relationships across the districts and identify overlaps where they could collaborate. As the meetings have continued, district staff have been able to deepen their focus on substantive challenges both districts face.

Part of what makes this Partnership unique and complex is the fact that the districts essentially worked their way to common ground.

Typically, Partnership meetings have opened with a presentation by the superintendents about the ways the Partnership integrates with the work of each district more broadly, followed by reports about progress on specific Partnership projects. The next item on the agenda is usually a presentation, typically about an aspect of practice relevant to both districts. For example, one meeting featured a presentation on a framework for systems thinking. Another shared a beta design of initial features from Fresno's equity and access database. The remainder of the day-long meeting is devoted to team discussions, which provide opportunities for job-alike district staff to define common challenges and solutions. Partnership members, particularly the leaders of each of the three strands in each district, identified these conversations as the most powerful aspect of their learning together. The conversations allow district staff to delve deeply into the reasons behind a reform's success or failure. So, for

example, one leader in Fresno discussed the importance of understanding why MAP2D improved mathematics achievement in Long Beach. "Too many people see sharing best practices as though it is really easy to fix...I'm convinced if we didn't take the time to think about why it worked in Long Beach, for Long Beach, we wouldn't have been able to understand how to modify it here." And a member of the Long Beach team discussed the importance of being able to articulate their lessons to outsiders as an important aspect of their own learning.

Joint work

Research on organizational learning suggests that one cornerstone of successful communities of practice is the development of joint work. Because both districts serve large numbers of English learners and poor students, the districts share similar challenges. Initially Fresno built upon Long Beach's success in elementary mathematics to raise its own proficiency levels in mathematics. While the early collaboration focused on Long Beach's successes, the Partnership has since identified a common work. Thus, although one could argue that Fresno was initially the beneficiary of Long Beach's experience, the Partnership has since evolved and is now concentrating its attention on middle schools – not only middle school mathematics achievement but the intersections between mathematics, leadership, and English learners in middle school. In between the quarterly meetings, district leaders meet. For example, partners focused on the mathematics strand conducted middle school "walk-throughs" together in both districts. Later, using new virtual meeting technology (Cisco's Telepresence), they met to collaboratively develop lessons and common assessments to address gaps in mathematics instructional units. They have also discussed ways to improve programs designed to prepare aspiring and present school and district administrators for new leadership assignments. As one district leader put it, there is a "shared ownership of the math classrooms in both districts."

Use of common tools

Members of the Partnership are developing and using tools to facilitate their collective work. One example is the extensive use of the data dashboards mentioned earlier. We witnessed the use of these dashboards during a meeting when district staff examined data trends for students in

mathematics. District partners noted that while 53% of fifth-grade students scored proficient in mathematics one year, three years later, only 38% of that same cohort scored proficient. This observation prompted discussion about what happens in sixth- and seventh-grade mathematics that might lead to such a dip.

Another example of common tools is the work to develop common student assessments designed to improve student achievement in middle school mathematics. Joint development of items for assessments has led to deeper conversations among district leaders than they might have had otherwise. In one meeting, district mathematics experts were explicitly identifying the concepts they intended to measure and which assessment items might be the best measures of those concepts. And once both districts have administered those assessments to students, the conversation will continue to dig into the successes and challenges of instructional implementation.

A third example of the districts' joint work is the effort to ensure equity and access. Unlike the other three focal areas, this has only recently emerged as an important strategy to accelerate the pace of improvement. Fresno is developing a system that will help monitor student access and enrollment in courses that meet entrance requirements for the University of California and California State University. Fresno has shared that system with Long Beach, which has inspired conversations across both systems about students' systematic access to courses that will prepare all students to be ready for success in higher education or a career with significant economic growth potential.

Sharing resources

In the early days of the Partnership, both districts focused considerable attention on obtaining greater flexibility over use of state and federal resources. District leaders believed that the restrictions on these funds hindered their ability to develop the most effective and efficient strategies for achieving their core goals. To this end, the partners sought and received waivers from the State Board of Education for some categorical program requirements. For example, the districts received a state waiver that allowed them to use funds from a professional development block grant district-wide rather than using funds to target schools in deciles 1-5. According to one district leader, the waivers initially gave the Partnership some urgency. The waiver process produced

some positive results, but the districts found the application process labor-intensive for the incremental flexibility the waivers granted. Because of California's fiscal crisis, the state recently granted temporary flexibility by suspending monitoring for all districts. However, the superintendents continue to advocate for legislative action to gain wide flexibility (paired with careful attention to accountability).

As the work of the Partnership has unfolded, discussions about resource allocation have expanded beyond the need for fiscal flexibility. District leaders discuss specific ways to allocate more funds toward achievement of academic growth targets and partnership goals and strategies. As a result, they have begun to share funds to support common professional development activities and purchase technology to accelerate progress toward their goals. Fresno, for example, used some of its special grant funds to purchase virtual communication tools for both districts.

In addition to sharing certain financial resources to support joint work in both districts, they also share human capital, and leverage their expertise to continue to build Partnership coherence across both systems.

In addition to sharing certain financial resources to support joint work in both districts, they also share human capital, and leverage their expertise to continue to build Partnership coherence across both systems. For example, Chris Steinhauser co-presented with Mike Hanson at the Fresno Consolidated ACSA half-day mini-conference in February, 2009. And Fresno's Associate Superintendent of Equity and Access delivered a Board workshop on equity and access principles in November 2009.

Leadership

For the two districts to achieve their goals, effective leadership at all levels of the system is essential. The leadership practices that have come to characterize the Partnership not only improve the quality of individual work, but also affect systems throughout both districts. The initial stage of the Partnership has required that leaders push beyond familiar territory, participate actively, respect and learn from different perspectives, and tenaciously focus on results. The Partnership has

been successful, in part, because of the willingness of leaders to exhibit humility, intellectual curiosity, patience and openness in their relationships. And because the Partnership does not rely on just one leader at the top of the system, but on a team of leaders, it may prove to be more sustainable than other models for improvement. Research suggests that distributed leadership can create conditions for sustainable change to take hold (Spillane, 2006). Although it is still early in the life of the Partnership, this idea of distributing responsibility across a system is one

of its promising features. As one district member put it, “they set up infrastructures for team leaders to collaborate with leaders in like positions... There isn’t a lot of micromanaging of the work which is key to open communication, but there are mechanisms for people to report what they’re learning, so there’s that sense of accountability built in.” Another leader suggested that initially the Partnership was dependent on the two superintendents, but “now, it is becoming part of the culture.”

Partnerships as an Alternative Intervention Strategy

According to provisions of the No Child Left Behind (NCLB) Act of 2001, schools (and now school districts) receiving federal Title 1 funding must make Adequate Yearly Progress (AYP). Schools and districts that fail to meet AYP for two or more years in a row are identified for improvement and subject to consequences and assistance.

Holding districts accountable for school achievement benchmarks is an acknowledgment of the key role districts play in mediating

improvement. Typically when schools or districts have fallen short of their achievement targets, they receive additional funding to work with external providers that have expertise in supporting reform. Underlying that model for technical assistance is the assumption that schools or districts lack sufficient capacity to make the requisite changes and that external providers can leverage lessons from other sites that save district resources and effort, which will accelerate the pace of improvement.

In California, the main district intervention process is the District Assessment and Intervention Team (DAIT) program. The DAIT program provides targeted technical assistance to districts in Corrective Action by examining the effectiveness of current practices, prioritizing and developing plans to address areas of particular need, and ultimately helping the district exit program improvement. Even though Fresno and Long Beach did not enter into their Learning Partnership as an alternative to the DAIT process, a new way of thinking about the intervention process has emerged from the Partnership’s initial work on goal setting, identification of key reform strategies, and development and regular use of data dashboards to measure progress and guide future improvement efforts. Fresno in particular has built its Partnership with Long Beach into its state-required LEA plan for improvement. Both districts are committed to supporting each other, making the partnership itself the vehicle for providing external support.

The Fresno-Long Beach Partnership is a promising alternative to models that rely primarily on external technical assistance. Rather than assuming that expertise for reform resides outside of the system, the Partnership model assumes

that organizational learning will occur through shared practices and ongoing dialogue across systems that are experiencing a common set of challenges. By concentrating attention and resources on a clearly defined goal, the

Partnership creates coherence in each system and increases the likelihood that various parts of the system will operate together. As partners learn to work more efficiently, they begin to reduce organizational barriers that inhibit organizational improvement and, in doing so, make themselves even more attractive for external partners. For example, both districts will benefit from different aspects of the College Board effort to increase the numbers of underrepresented students who enroll in AP classes and pass AP tests. Fresno hosted an institute for AP English and world history that Long Beach staff attended, and Long Beach hosted a series of counseling modules that Fresno staff attended. Doing so allowed each district to determine which aspects of the institutes need to be modified the following year. According to district leaders, support providers like the College Board may find such economies of scale attractive as they roll out their services.

Most district improvement processes emphasize the importance of organizational alignment around student learning outcomes. Often, they stress the

critical role that governance and leadership play in organizational improvement. From its inception the Partnership has been clear about its focus on accelerating improvement in student learning, which provides coherence for the core improvement strategies.

When districts are identified for improvement, they typically work with an external partner to develop a plan for improvement. The Partnership differs from the usual processes that involve external providers because the formation of the Partnership *preceded* any discussion of how the Partnership could be used as a strategy to help deal with Program Improvement issues. Both superintendents envisioned a future in which the dropout rate was significantly reduced and all graduates were well prepared for success in higher education or a career with meaningful growth potential. This vision and the strategies continue to drive the Partnership and create an important foundation upon which the Partnership can continue to grow.

Promising Outcomes

California districts thinking about using Partnerships as an alternative to DAIT (see box on p. 7) should be aware that a successful Partnership involves work well beyond the preparation and adoption of a Local Education Agency (LEA) plan and MOU's. Both Tagorda and Harris, the district administrators who guide Partnership activities, mentioned the high level of commitment required to sustain and nurture the Partnership, particularly in its early stages. The Fresno-Long Beach Partnership illustrates a commitment to ongoing system learning and the importance of holding all adults in the system accountable for that learning.

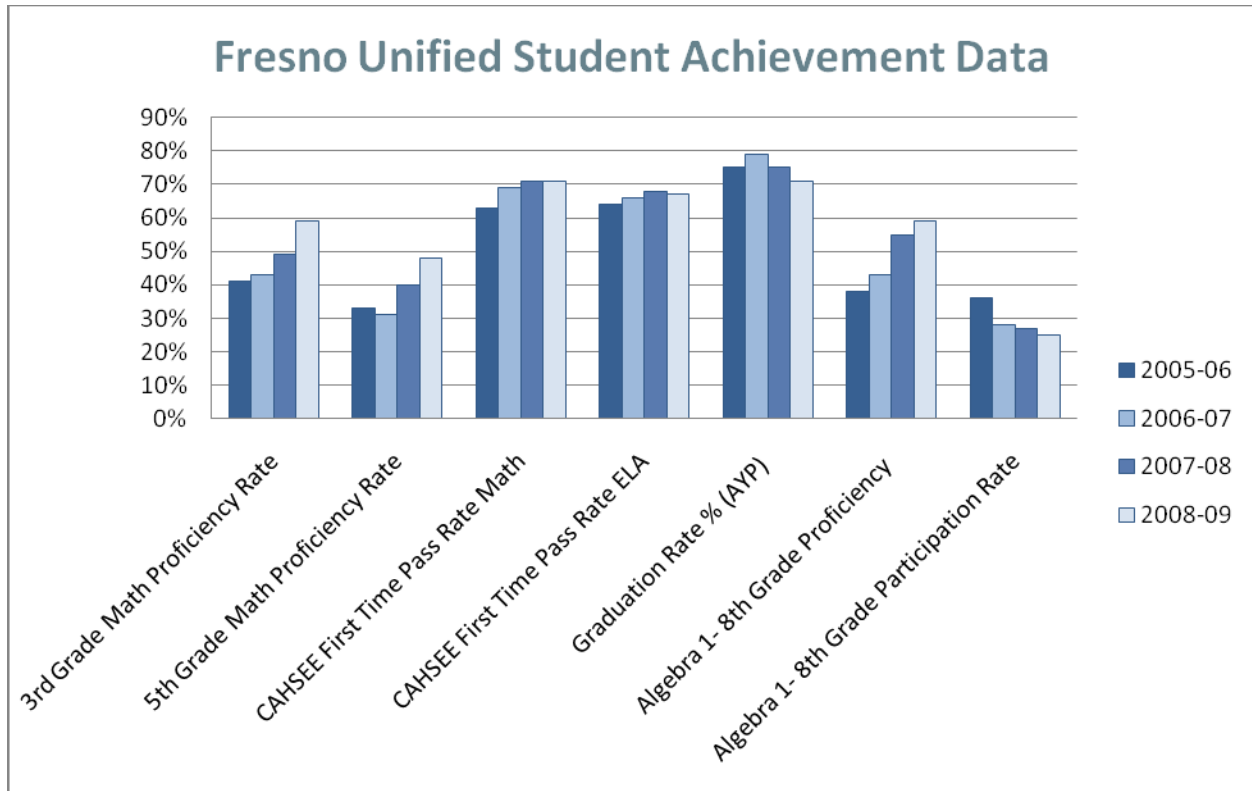
The good news is that the Partnership may also be effective in making lasting gains in student achievement. As the data in tables 1 and 2 indicate, the focus on elementary mathematics in the early stages of the Partnership seems to be paying off. The districts are beginning to see increased student achievement for third and fifth grade mathematics. Data in Fresno, for example, indicate that the district has experienced significant gains in third and fifth grade mathematics achievement for the second year in a row, and Long Beach continues its steady growth in mathematics as well. However, though the early focus of district mathematics teams was

elementary mathematics achievement, as we indicated earlier, that focus has begun to shift as districts examine trends that show dips in student achievement between fifth and eighth grade. While eighth grade algebra participation rates have fallen in Fresno, the number of students enrolled in eighth grade algebra who score proficient has gone up, indicating that the district may be improving its ability to identify students prepared for eighth grade algebra. And yet neither district is satisfied with the participation or proficiency rates for eighth grade algebra, which has fueled considerable conversation among district teams. And neither district is satisfied with its graduation rate. By looking at these results together, the district leaders can discuss which strategies seem to be most effective in increasing student achievement. The capacity of the Partnership teams to remain focused on achievement data and yet flexible in their responses to those data contribute to the organic growth of additional opportunities for the Partnership.

Although sharing learning is certainly at the heart of the Partnership, sharing resources is another benefit of their collaboration. The Partnership has increased the capacity of both districts to leverage resources in a number of areas, which is critical,

particularly in this economic climate. The Partnership has led to some unintended collaborations. These include work together with the College Board to pilot professional development modules, work together on the Early Commitment to College initiative and Connect Ed,

sharing strategies to increase the number of families completing the Free Application for Federal Student Aid (FAFSA) and strategies that address equity and access, collaboration on federal programs such as Investing in Innovation grants (i3), and Broad Prize knowledge sharing.

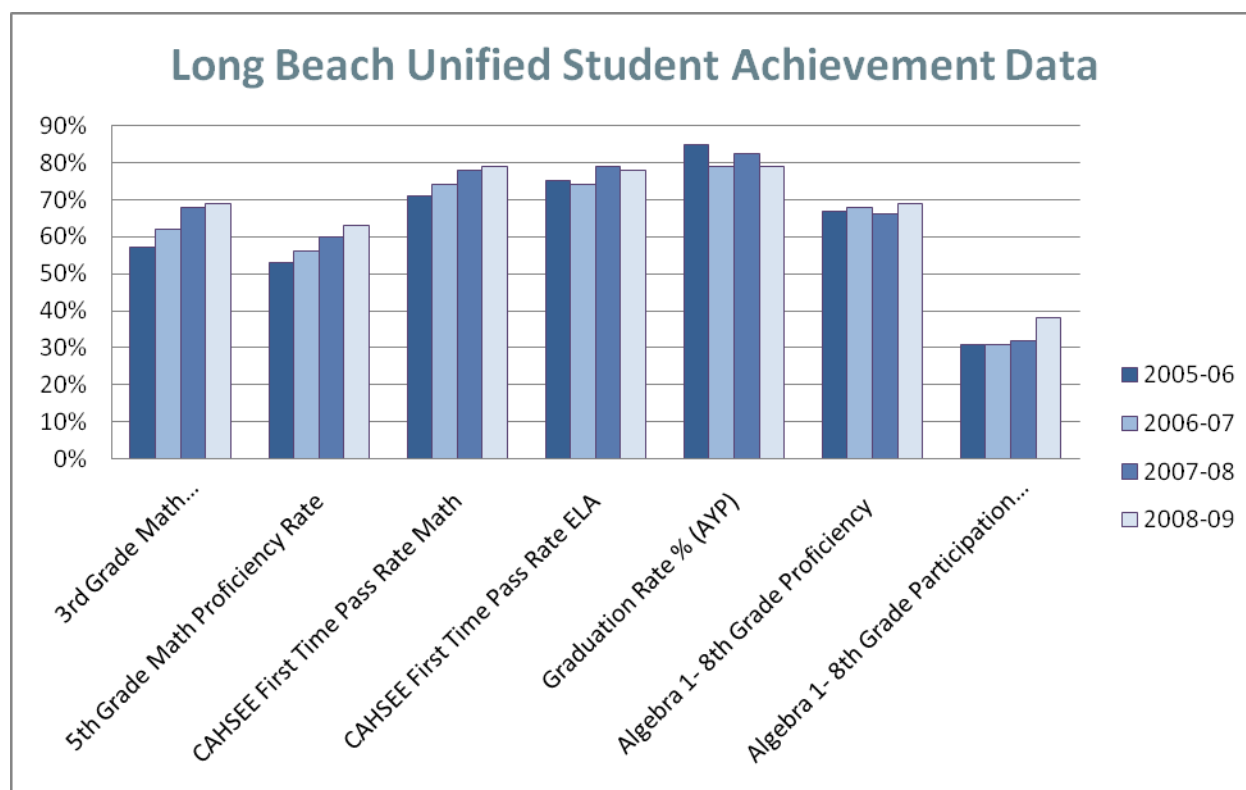


Fresno Unified Achievement Data, 2005-06 through 2008-09

	2005-2006	2006-2007	2007-2008	2008-2009
3 rd Grade Math Proficiency	41%	43%	49%	59%
5 th Grade Math Proficiency	33%	31%	40%	48%
1 st Time Passing Rate Math CAHSEE	63%	69%	71%	71%
Graduation Rate (AYP)	75.5%	79%	75.5%	71.1%
Algebra 1: 8 th Grade Participation Rate	36%	28%	27%	25%
Algebra 1: 8 th Grade Proficiency ⁵	38%	43%	55%	59%

Source: DataQuest, California Department of Education

Table 1



Long Beach Unified Achievement Data, 2005-06 through 2008-09

	2005-2006	2006-2007	2007-2008	2008-2009
3 rd Grade Math Proficiency	57%	62%	68%	69%
5 th Grade Math Proficiency	53%	56%	60%	63%
1 st Time Passing Rate Math CAHSEE	71%	74%	78%	79%
Graduation Rate (AYP)	84.7%	79%	82.4%	79%
Algebra 1: 8 th Grade Participation Rate	31%	31%	32%	38%
Algebra 1: 8 th Grade Proficiency	67%	68%	66%	69%

Source: DataQuest, California Department of Education
Table 2

Lessons from the Partnership: Challenges and Opportunities

While early indications of the Partnership's impact on student achievement are promising, leaders from Fresno and Long Beach caution that partnerships may not be the best strategy for all districts. Not all districts are ready to take up the challenges and supports offered by such a partnership and not all districts would necessarily work equally well as partners. In addition, if partnerships were adopted statewide, the question of matching districts as partners would be complex. In this instance, a number of factors

contributed to the capacity of these districts to work together effectively. Both superintendents are leaders who are willing to engage in difficult, candid conversations about progress toward district goals and who are willing to hold themselves accountable for results. As a result, they have created a culture for adult learning and accountability throughout their systems. Both superintendents are publicly accountable for the success of the Partnership as a core reform strategy for improving student achievement in

their districts – a practice that permeates both districts. In fact, the Partnership represents part of the DAIT strategy in Fresno and is written into the Fresno LEA plan. And by modeling their own willingness to engage in candid assessments of their progress at the very top, district leaders encouraged others to do the same. Leaders with whom we spoke said that although it took time to build the foundation that would support success, they trust now that their Partnership conversations aren't "some dog and pony show," but rather a sustained effort to do the work required to support increased student achievement.

In addition, both superintendents identified leaders who were willing not only to engage in those tough conversations but to work through the initial ambiguity of the Partnership. There was no checklist or set of protocols to define their early work together. Though that ambiguity presented challenges in the early stages, the leaders we spoke to indicated that, in hindsight, it was a strength that allowed the work to emerge and evolve in real time as needs and demands shifted. In addition, they noted that district team members initially required a certain degree of confidentiality during quarterly meetings to provide a foundation for their collaborative relationships to grow.

There are several lessons from the Partnership can be instructive for other districts considering similar collaborations.

Developing a common framework

Leaders in both districts pointed to the importance of establishing a framework to guide Partnership activities instead of starting with a list of pre-defined tasks that district leaders would complete. By creating a shared vision and adopting common goals, strategies, and metrics, the Partnership established a foundation upon which future actions would be based. District leaders saw the lack of defined tasks as both a strength and a source of some confusion, especially early in the Partnership.

According to one leader, by not scripting the actual work, the Partnership "really creates the opportunity to build because they have to fight through the ambiguity to find the clarity themselves." In that sense, what seems to have been essential for the success of this partnership was being clear from the beginning about the framework that would guide actions, so that the ongoing work is more than a list of projects but rather a coherent, coordinated reform effort. The common vision, strategies, and measures of the Fresno-Long Beach Partnership have provided

the coherence necessary to sustain the collaboration over time for leaders who juggle multiple responsibilities. The framework also provides continuity even when there are changes in key personnel. Also important is the belief in and commitment to leadership practices that contribute to the Partnership's success and that support innovation. The framework and leadership practices must be more than an agreement created on paper; they must be real and they must evolve over time in a culture of mutual trust, respect, and openness. Having some degree of confidentiality was one important aspect of developing that level of trust as strong leaders at different levels of the system openly share their challenges and learn the best ways to support each other's progress. The districts addressed this issue quite explicitly by establishing clear ground rules for their quarterly cross-district meetings. Focusing on those interactions early on demonstrates the importance of creating a context that allows for the development of strong relationships grounded in candid assessments of progress and challenges.

Embed Partnership in the core work of the district

Another challenge that districts face in setting up partnerships such as this is not creating additional layers of work, but instead using the Partnership as a means of supporting and improving existing work. District leaders are busy and are often pulled in a number of different directions. For that reason, leaders said that partnerships should become embedded in the regular work of the organization, rather than an additional set of activities. As several leaders from both Fresno and Long Beach noted, calling or meeting with their counterparts has just become "part of the work that we do" to help students succeed. There was also a balance between ensuring there were concrete Partnership projects and maintaining a level of flexibility that would allow the Partnership to evolve to meet shifting needs. Involvement in meaningful projects from the beginning was important. Having a concrete project can create a sense of urgency and help leaders define work that has the potential of making an immediate impact. At the same time, leaders acknowledged that the Partnership is dynamic. While the Partnership is embedded in the ongoing activities of both districts, it also requires time and attention to develop work together and share best practices as common needs emerge.

Identifying common areas of work

Because districts structure their organizations in different ways, one perceived challenge to partnerships such as this is the identification of job-alike district leaders who can collaborate as partners. For example, the structure of the leadership pipeline – and thus of leadership development – differs across the two districts. In Fresno, leadership development includes the entire leadership pipeline because of administrative structures in place in schools. Fresno has assistant principals in nearly every school, which provides a built-in pipeline for leaders. However, Long Beach has very few assistant principals, so their efforts have focused on creating a pipeline for aspiring principals using a grant from the Broad Foundation. In Long Beach, the person charged with the leadership development strand of the Partnership concentrates on selection and induction. Because Long Beach has a surplus of credentialed administrators and fewer administrative openings each year, the selection process is different than it is in Fresno. In Fresno, finding people to fill the leadership positions is a bigger challenge than it is in Long Beach. Fresno's focus is on developing pathways for leadership opportunities for staff in the district, ensuring that those interested in it have access to the training required for administrative credentials. These structural differences impact the day-to-day work of the partners. Finding common ground across their differences was, according to district staff, an important aspect of their early meetings together. Discussing their practices and the reasons behind them has created both challenges to identifying common ground on which to collaborate and

opportunities to reexamine those practices more deeply. This has made the Partnership more dynamic.

Building relationships

Developing a common framework is essential in shaping a partnership. However, just as important is allowing time for relationships to develop and common work to emerge. This is particularly challenging for districts that are under intense pressure to improve student achievement. However, taking the time to collaborate across different structures and learning to trust one another can accelerate the pace of improvement in the long run. Although leaders in Fresno and Long Beach did not consider distance a barrier, they also pointed to the importance of face-to-face meetings, especially in the early stages of the Partnership. Also important to the Partnership were opportunities to observe classrooms together and share observations. Those conversations about shared observations deepened the level of trust among leaders. Once relationships were established and common areas of work defined, much of the activity was then done using technology to facilitate communication.

Our early observations indicate that the Fresno-Long Beach Partnership may provide a promising strategy for districts and schools to share resources and build environments where improvement efforts are deepened and sustained. Thus, the Partnership may have implications for state policymakers who are charged with finding strategies to accelerate the pace of improvement in a climate of diminishing resources.

Conclusion

This Partnership and others like it may provide a viable alternative or complement to existing district support strategies; learning communities, resource alignment, stronger accountability systems, and continuous improvement are at the core of its work.

Although our initial conversations indicate that the Learning Partnership is producing some positive outcomes, we want to be clear that this brief describes the early stages of this learning partnership. District work collaboration appears to have built the commitments and systems that provide the foundation for ongoing adult learning to sustain their improvement efforts. Further, this

brief is based upon conversations with a limited number of district staff who are directly involved in Partnership activities. These conversations have provided valuable perspectives on the challenges of building such a Partnership.

Our conversations have also led to a number of questions. For example, what role are third party providers playing in the Partnership? What challenges do districts face in sustaining partnerships such as this? What are the links between the work of the Partnership and other collaborative strategies? And how might other districts build internal capacity to benefit from partnerships such as this? We will also track the

impact of the Partnership on schools, classrooms, and overall student achievement. Our ongoing exploration of the Partnership will focus on these

and related questions to help districts and policymakers understand the potential and the challenges of this unique approach.

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Endnotes

¹ No Child Left Behind (NCLB) requires states to implement accountability systems that measure school and district progress toward student proficiency in reading and mathematics using annual assessments. Scores from those assessments are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. Schools and local education agencies (LEAs) that repeatedly fail to make adequate yearly progress (AYP) on annual proficiency goals in any of those subgroups are subject to corrective action. In California, Program Improvement (PI) is the designation for Title I-funded schools and districts that fail to make AYP for two consecutive years.

² The Mathematics Achievement Program and Professional Development (MAP2D) is a district-wide approach to mathematics instruction designed to include an integrated set of curricular, pedagogical, and professional development components. Designed initially by a teacher in the district, the program is intended to accelerate the progress of lower achieving students so that they achieve at proficient or advanced levels on the California Standards test. The district provides trimester workshops and coaching for all teachers. Instruction includes 30 minutes of daily instruction in basic math facts followed by a 60-minute lesson that follows a specific structure.

³ A-G requirements are the courses students need to successfully complete to become University of California and California State University-eligible.

⁴ Both superintendents recently published an op-ed piece advocating for such legislation as part of California's Race to the Top efforts.

⁵ 8th grade algebra proficiency rates represent a percentage of students enrolled in algebra in 8th grade.

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Appendix E2.V

LAUSD Accountability Matrix

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																															
Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 282 out of 613 = 46%	10%																																																					
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Adv CST ELA by grade: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%			<p>Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics</p> <p>Pre-Kindergarten (SRLDP): % of students at the "Building" or "Integrating" level on the California Desired Results Developmental Profile (DRDP-R) Measures related to:</p> <p>Language:</p> <ul style="list-style-type: none">• Meaning Comprehension• Following Complex Instructions• Use of Language for Self-Expression• Use of Language in Conversation <p>Literacy:</p> <ul style="list-style-type: none">• Letter and Word Knowledge• Emerging Writing• Concept of Print• Phonological Awareness <p>Math:</p> <ul style="list-style-type: none">• Quantity and Counting• Shapes• Time• Classification• Measurement• Patterning		
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																			
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(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																																				
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</p> <p>% Proficient/Adv CST Math by grade:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Grade 2 –</td><td>56%</td><td>57%</td><td>+1%</td></tr><tr><td>Grade 3 –</td><td>57%</td><td>60%</td><td>+3%</td></tr><tr><td>Grade 4 –</td><td>58%</td><td>59%</td><td>+1%</td></tr><tr><td>Grade 5 –</td><td>48%</td><td>53%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>31%</td><td>35%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>28%</td><td>28%</td><td>0%</td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1 –</td><td>17%</td><td>19%</td><td>+2%</td></tr><tr><td>Geometry –</td><td>11%</td><td>14%</td><td>+3%</td></tr><tr><td>Algebra 2 –</td><td>13%</td><td>14%</td><td>+1%</td></tr><tr><td>HS Math –</td><td>29%</td><td>30%</td><td>+1%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	35%	37%	+2%	Grade 2 –	56%	57%	+1%	Grade 3 –	57%	60%	+3%	Grade 4 –	58%	59%	+1%	Grade 5 –	48%	53%	+5%	Grade 6 –	31%	35%	+4%	Grade 7 –	28%	28%	0%	Gen Math –	15%	17%	+2%	Algebra 1 –	17%	19%	+2%	Geometry –	11%	14%	+3%	Algebra 2 –	13%	14%	+1%	HS Math –	29%	30%	+1%					<p>At each assessment period:</p> <p>Kindergarten: % of students at benchmark or above.</p> <p>Language Arts:</p> <ul style="list-style-type: none">• Upper and Lowercase Letter names• Phonemic Awareness (oral blending, segmentation, and rhymes)• Basic high-frequency words• CVC words <p>Math:</p> <ul style="list-style-type: none">• Most recent periodic assessment in math <p>Grades 1, 2, 3, 4, 5/6: Language Arts:</p> <ul style="list-style-type: none">• % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments <p>Writing:</p> <ul style="list-style-type: none">• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment <p>Math:</p> <p>Increase the # of students that are proficient on the mathematics periodic assessment by 6%</p> <p>Grades 6/7-8:</p> <ul style="list-style-type: none">• % of students scoring proficient or above on the Periodic Assessments <p>Grades 9-12:</p> <ul style="list-style-type: none">• Increase the number of students on-track in terms of credits earned.• % of students scoring proficient or above on the Periodic Assessments		
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% Proficient/Adv CST Science and Social Science:			California RttT Appendices Page 698		• See monitoring indicators for CST on																																																						

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																			
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanics</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	<p>varies by school</p> <p>varies by school</p>			<ul style="list-style-type: none">Number of state identified Gifted students		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																							
	9.3%	9.2%	-.1%																							
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African Americans	6.6%	6.6%	.0%																							
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<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%			<ul style="list-style-type: none">See monitoring indicators for CST on pages 34 and 35		
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<p>Accelerate the performance of Standard English Learners (SEL)</p>	10%				<ul style="list-style-type: none">See monitoring indicators for CST on pages 34 and 35																					
<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target is 51.6% 2009-2010 State Target is 53.1%</p>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		54.8%	55.7%	+0.9%	3%			<ul style="list-style-type: none">ELD Portfolios (K-12)High Point Curriculum/Assessments (6-12)ELD Practicum/Into English Assessments (K-5)														
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																							
	54.8%	55.7%	+0.9%																							
<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p>					<ul style="list-style-type: none">See monitoring indicators for AMAO 1 on page 37																					

California RtT Appendices Page 700

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
% Early Adv/Adv <u>07-08</u> <u>08-09</u> <u>Change</u> 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target was 32.2%	5%						
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient on the CELDT and CST <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%							
Increase EL reclassification rates at the elementary, middle, and high school levels <u>07-08</u> <u>08-09</u> <u>Change</u> EL 13.5 15.8 +2.3 MS 22.4 20.8 +8.4 HS 10.3 12.4 +2.1	5%				<ul style="list-style-type: none">• EL monitoring rosters, and where possible EL students not moving or reclassifying• RFEP Monitoring Rosters		
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 25% 27% +2% MATH 26% 27% +1%	35% ELA 35% Math				<ul style="list-style-type: none">• See monitoring indicators for CST on pages 34 and 35		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>					
Graduation rate will increase <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>67.1%</td><td>72.4%</td><td>+5.3%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	8%			<ul style="list-style-type: none">• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)• Decrease rate of drop-outs• Increase the percentage of 9th to 10th grade students accumulating 55 credits• 4-year longitudinal graduation rate (9th grade to graduation)		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>										
67.1%	72.4%	+5.3%										
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>57%</td><td>60%</td><td>+3%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	6%			<ul style="list-style-type: none">• Increased participation in CAHSEE preparation		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>										
57%	60%	+3%										
Dropout rate will decrease. <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>31.7%</td><td>26.4%</td><td>-5.3%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	31.7%	26.4%	-5.3%	6%			Monitor students at risk: <ul style="list-style-type: none">• 85% of students are in attendance for 96% or more of the time• Increase in pass rates in English and/or math courses• Increase in number of students receiving an E or S in Work Habits or Cooperation• Increase attendance rates for both students and teachers to 96%.		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>										
31.7%	26.4%	-5.3%										

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <div><div><u>07-08</u> 25%</div><div><u>08-09</u> TBD%</div><div><u>Change</u> + %</div></div>	80%				A-G enrollment and passing rates <ul style="list-style-type: none">Decrease the number of students receiving Fails in A-G courses by 10%.Increase the percent of students earning C's or higher in A-G courses.		
Increase the enrollment in Advanced Placement course <div><div><u>07-08</u> 1.8%</div><div><u>08-09</u> 1.9%</div><div><u>Change</u> + .1%</div></div> Increase pass rates on AP tests <div><div><u>07-08</u> 44.1%</div><div><u>08-09</u> TBD%</div><div><u>Change</u> +TBD%</div></div>	5% 5%				Advanced Placement courses – <ul style="list-style-type: none">Increase Advanced Placement offerings at all high schools.Increase the number of tests administered by 10%Increase the number of subject matter tests administered by:<ul style="list-style-type: none">At least 2 (if the school administers less than 15 subject matter tests)At least 1 (if the school administers less than 20 subject matter tests)		
Increase students preparedness for College Career Readiness					<u>Middle Schools</u> <ul style="list-style-type: none">Students passing core classes with C or better <u>Elementary</u> <ul style="list-style-type: none">Students getting 3 or 4 on report cards		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none">there are opportunities for parent involvementthey feel welcome at this schoolthere is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 90% of parents respond “Strongly agree” or “agree”				<ul style="list-style-type: none">Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.		

(Name) School

The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond “strongly agree” or agree				<ul style="list-style-type: none">• Increased and improved parent partnerships and welcoming environments• Increased external partnerships to support instructional incentives and parent participation support• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home														
Decrease the number of suspensions <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>83,542</td><td>75,049</td><td>TBD</td><td>TBD</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD	25%				<ul style="list-style-type: none">• Decrease non-mandatory suspension rates at all schools by 25%.• Increase the number of preventive school-wide discipline plans that are effectively implemented• Team Implementation Checklist• Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools						
<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
83,542	75,049	TBD	TBD																
Increase attendance of staff and students <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>Students:</td><td>93.99%</td><td>TBD</td><td>TBD</td></tr><tr><td>Staff:</td><td>93%</td><td>TBD</td><td>TBD</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students:	93.99%	TBD	TBD	Staff:	93%	TBD	TBD	96% 96%				<ul style="list-style-type: none">• Increase attendance incentives/rewards systems• School-wide recognition• Increase attendance incentives/rewards systems• School-wide recognition		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
Students:	93.99%	TBD	TBD																
Staff:	93%	TBD	TBD																

Appendix F1ii.I

Funding Gap Data Analysis (2006)

Per-pupil funding gaps between high poverty and low poverty districts, SY 2005-2006

Source - EdTrust

	High-Poverty	Low-Poverty	Gap	Percent Difference
AK	\$11,800	\$7,805	\$3,995	51%
AL	\$6,660	\$6,965	-\$306	Difference <5%
AR	\$7,224	\$6,804	\$420	6%
AZ	\$6,183	\$6,340	-\$157	Difference <5%
CA	\$8,701	\$8,101	\$599	7%
CO	\$8,067	\$8,323	-\$256	Difference <5%
CT	\$13,673	\$12,746	\$928	7%
DE	\$11,067	\$10,618	\$450	Difference <5%
FL	\$7,827	\$7,526	\$301	Difference <5%
GA	\$8,871	\$8,203	\$669	8%
IA	\$8,075	\$8,016	\$59	Difference <5%
ID	\$5,933	\$6,524	-\$591	-9%
IL	\$7,464	\$9,199	-\$1,735	-19%
IN	\$9,693	\$8,837	\$856	10%
KS	\$7,987	\$8,107	-\$120	Difference <5%
KY	\$7,404	\$6,498	\$906	14%
LA	Not available	Not available	Not available	Not available
MA	\$13,355	\$12,709	\$646	5%
MD	\$10,898	\$11,483	-\$586	-5%
ME	\$9,196	\$9,629	-\$433	Difference <5%
MI	\$8,351	\$9,287	-\$936	-10%
MN	\$10,413	\$8,514	\$1,899	22%
MO	\$8,726	\$8,867	-\$141	Difference <5%
MS	Not available	Not available	Not available	Not available
MT	\$7,618	\$7,565	\$53	Difference <5%
NC	\$6,906	\$6,996	-\$90	Difference <5%
ND	\$7,521	\$7,746	-\$226	Difference <5%
NE	\$8,204	\$7,665	\$540	7%
NH	\$9,161	\$10,822	-\$1,662	-15%
NJ	\$15,232	\$12,373	\$2,859	23%
NM	\$7,578	\$7,010	\$567	8%
NV	Not available	Not available	Not available	Not available
NY	\$ 13,236	\$ 15,813	-\$2,576	-16%
OH	\$10,537	\$9,138	\$1,399	15%
OK	\$5,797	\$5,503	\$294	5%
OR	\$7,918	\$7,086	\$832	12%
PA	\$9,776	\$10,929	-\$1,153	-11%
RI	\$10,766	\$10,283	\$484	Difference <5%
SC	\$7,876	\$7,407	\$469	6%
SD	\$6,517	\$6,683	-\$165	Difference <5%
TN	\$6,277	\$5,766	\$512	9%
TX	\$7,876	\$7,641	\$235	Difference <5%

UT	\$6,269	\$5,443	\$827	15%
VA	\$9,160	\$9,713	-\$553	-6%
VT	\$14,923	\$15,259	-\$336	Difference <5%
WA	\$8,373	\$7,933	\$440	6%
WI	\$8,918	\$9,341	-\$424	Difference <5%
WV	\$7,503	\$7,527	-\$23	Difference <5%
WY	\$10,829	\$13,620	-\$2,792	-20%
USA	\$8,809	\$9,582	-\$773	-8%

Appendix F1ii.II

Funding Gaps Report (2006)



The Education Trust

FUNDING GAPS

2006

As Americans, we rightly take pride in the fact that the United States has led the world in extending free public education to *all* children, including those from racial and language minorities, those living in poverty, and those with disabilities. We extend this opportunity with the conviction that if given a fair shot at a good education these students, through hard work, can rise above the challenges they face and find a secure place at the heart of the American mainstream.

What many Americans don't fully understand, however, is that even as we've extended a free public education to all children, we've rigged the system against the success of some of our most vulnerable children. How do we do that? By taking the children who arrive at school with the greatest needs and giving them less in school. Our low-income and minority students, in particular, get less of what matters most; these students get the fewest experienced and well-educated teachers, the least rigorous curriculum, and the lowest quality facilities.¹

At the core of these inequities is a set of school finance policy choices that systematically shortchange low-income and minority students and the schools and districts that serve them. In this unprecedented look at school funding across multiple levels—federal, state, and district—we show how funding choices at each of these levels tilt away from equity.

- The first analysis examines how *federal* education funds for low-income students are distributed *among states*. It finds that rich states are rewarded with richer federal aid packages, and that poor ones get less.
- The second set of analyses scrutinizes spending differences *among school districts within states* and finds that most states shortchange their highest poverty and highest minority school districts.

- The third analysis examines how school *districts* spend their money, and finds inequalities *within school districts*, with less money spent in schools serving the most disadvantaged students.

Taken together these analyses make clear how—despite our national commitment to fairness and educational opportunity for all—a series of separate school funding choices stack the deck against the students who need the greatest support from their schools.

Over the last several years, there's been a flurry of activity aimed at addressing the achievement gap that separates low-income students and students of color from their more affluent and White peers. Yet year after year test results show precious little progress. It's easy to understand why some are growing frustrated and even discouraged. But the truth is, despite the new attention to the gap, we so far have failed to address the fundamental inequities—such as the funding gaps highlighted in this report—that are buried deep in our education systems. And until these inequities are exposed and addressed by the adults who make the policy choices that affect children we will continue to undermine our professed goal of providing equal opportunities for all.

Funding is just the most easily measured among the myriad ways in which public education systematically puts students of color and low-income students—and the schools these students attend—at a disadvantage. Securing equity in funding would send a powerful signal that equity is more than just a rhetorical priority. Fairer finance systems are not a silver bullet, but they are a first step toward the harder work of substantive education improvement.

We offer this new report with the hope that the information provided herein will arm policymakers, parents, and educators with the facts they need to make new policy choices that will make real our aspiration to give every student a fair chance.



How the Federal Government Makes Rich States Richer

By Goodwin Liu

Assistant Professor of Law, Boalt Hall School of Law, and Co-Director, Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity, University of California, Berkeley. This paper is adapted from a December 2006 article in New York University Law Review.

Any serious effort by the federal government to improve equality of educational opportunity must confront a sobering and often neglected fact: Funding gaps *among* states are even larger than funding gaps *within* states. In 2003-04, the ten highest spending states spent an average of more than 50 percent more dollars per pupil than was spent by the lowest spending ten states. Low-spending states are clustered in the South, Southwest, and West, and serve a disproportionate share of the nation's poor children.

The purpose of Title I of the Elementary and Secondary Education Act is to level the educational playing field for poor children. Given this ambition, one would expect Title I to disproportionately benefit low-spending states, where low-income students are concentrated. But the reality is otherwise. Wealthier, higher-spending states receive a disproportionate share of Title I funds, thereby exacerbating the profound differences in education spending from state to state. Title I makes rich states richer and leaves poor states behind.

The problem lies in the Title I formulas. Under the three main formulas (basic, concentration, and targeted grants), each state's Title I allocation is largely a product of two factors. The first is the number and concentration of poor children in the school districts of each state. This factor benefits poorer states because they have disproportionate numbers of low-income children. But the second factor is the average per-pupil expenditure in the state. This state expenditure factor means that high-spending states get more Title I money per poor child than low-spending states. The net effect is that Title I does not reduce, but rather reinforces, inequality among states.

As Table 1 shows, interstate differences in Title I allocations are not small. Column A lists the number and percentage of the nation's poor children in each state in 2003, and column B lists each state's share of Title I funds in 2003. Together, columns A and B show that states do not receive Title I money in proportion to their shares of the nation's low-income children. Maryland, for example, had fewer poor children than Arkansas but received 51 percent more Title I aid per poor child. Massachusetts had fewer low-income children than Oklahoma but received more than

twice as much Title I aid per poor child. Similarly, Minnesota had fewer poor children than New Mexico but received 27 percent more Title I aid per poor child.

Column C shows each state's Title I funding per poor child in rank order. The amounts per poor child at the top are as much as double the amounts at the bottom, with the variation essentially mirroring interstate variation in per-pupil spending. (Some of the highest amounts in column C reflect statutory minimum allocations for small states.) When these data are adjusted for geographic differences in educational costs, the degree of interstate inequality is slightly reduced but still quite substantial.

The state expenditure factor might be defensible if it served as a reward or incentive for higher state spending on education. But this is implausible for two reasons. First, Title I aid is too small to realistically motivate additional state or local spending; states typically do not spend an additional dollar just to capture a few extra pennies. Second, by linking Title I aid to state per-pupil spending, the state expenditure factor primarily rewards state fiscal capacity (i.e., taxable wealth per pupil, shown in Column A in Table 2), not educational effort (i.e., willingness to tax that wealth, shown in Column B in Table 2). Nonfederal education revenue is more highly correlated with state fiscal capacity than with state effort, and states with higher capacity tend to exert lower effort. Thus, tying federal aid to state per-pupil spending does not reward effort so much as it rewards wealth. Indeed, in the examples above, the wealthier states (Maryland, Massachusetts, and Minnesota) exert less effort than the poorer states (Arkansas, Oklahoma, and New Mexico) but have higher per-pupil spending and thus receive higher Title I aid per poor child.

Simply put, the state expenditure factor in the Title I formula should be eliminated. This reform would bring Title I into line with the aid formulas for special education, English language instruction, and child nutrition, all of which assign equal weight to eligible children regardless of the state where they reside. Title I should simply allocate aid in proportion to each state's share of poor children. Moreover, instead of the state expenditure factor, Title I should include a cost factor to adjust for geographic

Table 1: Children in Poverty and Title I Allocations, 2003-2004 *(with percentage of national total)*

	A		B		C
	Poor children		Title I allocation		Title I allocation per poor child
Wyoming	9,796	0.1	\$28,964,809	0.3	\$2,957
Vermont	9,667	0.1	27,005,035	0.2	2,794
North Dakota	11,245	0.1	30,329,411	0.3	2,697
Massachusetts	112,570	1.3	260,050,569	2.3	2,310
New Hampshire	13,140	0.2	29,733,465	0.3	2,263
Alaska	14,330	0.2	30,431,327	0.3	2,124
Maine	25,025	0.3	47,816,946	0.4	1,911
Delaware	16,038	0.2	30,637,587	0.3	1,910
Connecticut	55,987	0.7	106,557,518	1.0	1,903
New York	638,992	7.6	1,184,751,800	10.7	1,854
New Jersey	155,082	1.9	272,032,782	2.4	1,754
South Dakota	19,125	0.2	32,000,786	0.3	1,673
Michigan	251,533	3.0	420,799,581	3.8	1,673
Pennsylvania	274,088	3.3	438,337,029	3.9	1,599
Rhode Island	27,313	0.3	43,155,247	0.4	1,580
Wisconsin	96,223	1.1	151,746,825	1.4	1,577
Kansas	55,419	0.7	87,046,905	0.8	1,571
Montana	25,827	0.3	40,458,865	0.4	1,567
Ohio	258,749	3.1	399,821,239	3.6	1,545
Minnesota	76,892	0.9	117,728,364	1.1	1,531
Maryland	101,153	1.2	153,983,710	1.4	1,522
West Virginia	63,503	0.8	94,167,837	0.8	1,483
Nebraska	32,413	0.4	46,769,850	0.4	1,443
Illinois	333,173	4.0	478,793,210	4.3	1,437
Hawaii	26,720	0.3	36,094,503	0.3	1,351
Missouri	146,574	1.7	194,886,735	1.8	1,330
California	1,288,493	15.4	1,649,697,459	14.8	1,280
Iowa	49,808	0.6	62,955,699	0.6	1,264
Oregon	93,069	1.1	115,317,070	1.0	1,239
Louisiana	207,871	2.5	256,175,473	2.3	1,232
Virginia	149,256	1.8	182,110,558	1.6	1,220
New Mexico	85,331	1.0	103,273,759	0.9	1,210
Indiana	129,878	1.6	156,540,820	1.4	1,205
Kentucky	138,101	1.6	162,957,050	1.5	1,180
Georgia	292,431	3.5	343,346,663	3.1	1,174
South Carolina	138,465	1.7	157,877,214	1.4	1,140
Washington	138,049	1.6	157,166,797	1.4	1,138
Texas	902,369	10.8	1,018,467,898	9.2	1,129
Mississippi	139,374	1.7	157,215,840	1.4	1,128
Idaho	35,921	0.4	39,875,687	0.4	1,110
Oklahoma	117,122	1.4	128,454,510	1.2	1,097
Tennessee	171,970	2.1	185,694,729	1.7	1,080
Colorado	96,512	1.2	104,115,332	0.9	1,079
Alabama	165,578	2.0	177,362,455	1.6	1,071
North Carolina	248,492	3.0	261,980,283	2.4	1,054
Florida	512,261	6.1	523,834,879	4.7	1,023
Arkansas	105,100	1.3	106,001,974	1.0	1,009
Utah	49,259	0.6	45,809,427	0.4	930
Nevada	59,296	0.7	53,216,311	0.5	897
Arizona	213,295	2.5	187,860,284	1.7	881

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2003 (children ages 5 to 17 in poverty); U.S. Department of Education Budget Tables, ESEA Title I Grants to Local Educational Agencies by State, 2003.

differences in educational costs. This approach would lessen interstate inequality because poor children are disproportionately concentrated in low-spending states and because equal federal dollars per eligible child provide a bigger boost, proportionally speaking, to low-spending states than to high-spending states.

Although eliminating the state expenditure factor in Title I would be a positive step, its effect on interstate inequality would be modest. A more serious effort to narrow interstate inequality requires three main policy components. First, the federal role in school finance must be substantially increased; the federal government cannot buy much equality when it spends only nine cents of every education dollar. Second, because interstate differences in education funding primarily reflect differences in fiscal capacity, federal aid should compensate for differences across states in their ability to support education. Medicaid provides an example of federal aid distributed in inverse proportion to state fiscal capacity. Third, in aiding states with low education spending, federal policy should distinguish between low fiscal capacity and low effort. Where low spending is due to low effort, the primary federal role should be to spur states toward greater effort. Congress could require low-effort states to gradually increase their effort up to a minimum threshold as a condition of receiving significantly expanded federal aid.

These reforms would not be cheap, and they would require robust political will. But the problem of interstate inequality is both glaring and longstanding. If we are serious about wanting to ensure that every child in America meets high standards, then we must develop a federal school finance policy equal to the task.

Table 2 State Fiscal Capacity and Educational Effort by State, 2003-2004 *(with percent of national average)*

	A		B		C	
	Total taxable resources (per pupil)		Educational effort		Nonfederal revenue (per pupil)	
Alabama	\$178,064	89	3.27	93	\$5,819	83
Alaska	159,139	80	3.66	104	5,822	83
Arizona	160,354	81	3.12	89	5,003	72
Arkansas	167,832	84	3.53	100	5,929	85
California	168,055	84	3.42	97	5,743	82
Colorado	230,315	116	2.96	84	6,818	98
Connecticut	253,996	128	3.44	98	8,737	125
Delaware	362,954	182	2.24	64	8,130	116
Florida	209,398	105	2.96	84	6,199	89
Georgia	195,964	98	3.80	108	7,453	107
Hawaii	225,548	113	3.82	109	8,627	123
Idaho	157,727	79	3.57	101	5,626	80
Illinois	209,172	105	3.35	95	7,010	100
Indiana	208,503	105	3.96	113	8,264	118
Iowa	224,688	113	3.40	97	7,645	109
Kansas	212,974	107	3.79	108	8,075	116
Kentucky	187,524	94	3.28	93	6,147	88
Louisiana	182,526	92	3.23	92	5,890	84
Maine	187,498	94	4.27	121	8,013	115
Maryland	252,749	127	3.22	91	8,140	116
Massachusetts	234,883	118	3.39	96	7,966	114
Michigan	181,531	91	4.24	120	7,688	110
Minnesota	234,525	118	3.48	99	8,152	117
Mississippi	148,437	75	3.62	103	5,380	77
Missouri	206,812	104	3.30	94	6,823	98
Montana	178,136	90	3.65	104	6,505	93
Nebraska	232,972	117	3.42	97	7,968	114
Nevada	226,288	114	2.81	80	6,362	91
New Hampshire	232,031	117	3.39	96	7,875	113
New Jersey	234,549	118	4.34	123	10,186	146
New Mexico	157,280	79	3.79	108	5,962	85
New York	226,166	114	4.08	116	9,216	132
North Carolina	213,979	108	2.90	82	6,201	89
North Dakota	229,595	115	3.15	89	7,223	103
Ohio	201,149	101	3.92	111	7,890	113
Oklahoma	163,416	82	3.50	100	5,725	82
Oregon	202,845	102	3.43	98	6,966	100
Pennsylvania	216,454	109	3.75	106	8,113	116
Rhode Island	207,837	104	3.62	103	7,534	108
South Carolina	177,184	89	3.81	108	6,746	96
South Dakota	241,334	121	2.72	77	6,557	94
Tennessee	206,282	104	2.61	74	5,388	77
Texas	170,616	86	3.68	105	6,282	90
Utah	146,631	74	3.31	94	4,857	69
Vermont	203,727	102	4.63	131	9,425	135
Virginia	248,386	125	2.95	84	7,340	105
Washington	206,431	104	3.07	87	6,343	91
West Virginia	166,089	83	4.27	121	7,086	101
Wisconsin	217,554	109	3.91	111	8,514	122
Wyoming	263,292	132	3.49	99	9,191	131

Note: "Total taxable resources" (column A) is a measure of state fiscal capacity developed by the U.S. Department of Treasury; 2003 figures are available at <http://www.treas.gov/offices/economic-policy/resources/estimates.shtml>. Nonfederal revenue data (column C) are from U.S. Census Bureau, Public Elementary-Secondary Education Finances: 2003-04 (table 1). The data in columns A and C are cost-adjusted dollars per weighted pupil. The cost adjustment applies the state-level Geographic Cost of Education Index in Jay G. Chambers, Geographic Variations in Public Schools' Costs (NCES Working Paper No. 98-04, 1998) (table III-3). Pupil weights are 1.9 for students with disabilities, 1.6 for students in poverty, and 1.2 for English-language learners. Enrollment data used to derive weighted pupil counts are from NCES, Digest of Education Statistics 2005 (table 33 (fall 2003 enrollment) and table 52 (children ages 6 to 21 served under the Individuals with Disabilities Education Act, Part B, 2003-04)); U.S. Census Bureau, Small Area Income and Poverty Estimates, 2003 (children ages 5 to 17 in poverty); and U.S. Department of Education, National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, ELL Demographics by State, 2003-04. Dividing column C by column A yields the "Educational effort" figures in Column B. Across the states, nonfederal revenue is more strongly correlated with fiscal capacity (.62) than with effort (.45). Further, capacity and effort are negatively correlated (-.39). With some exceptions, states with higher capacity tend to make less effort yet raise more revenue than states with lower capacity.

How States Shortchange the Districts That Need the Most Help

By Ross Wiener and Eli Pristoop

Education Trust

States bear primary responsibility for public education.² As education has become more important to being an active citizen and earning a livelihood, states have increasingly exercised their authority to set rules for who can teach, what students are expected to learn in school, and how student learning is measured. Just as important, states determine how—and how equitably—education is funded.

The analyses on the pages that follow examine how well the states are living up to their obligation to fund public education equitably. There are encouraging examples of states that have stepped up to their responsibilities, but on the whole these data reveal serious problems with most state funding systems.

What This Analysis Does—and What it Does Not Do

This analysis focuses on state and local revenues. Federal revenues (which made up 8.9 percent of public school revenues in 2004) are not included, in order to isolate the specific effect of *state* policies on the educational opportunities provided to low-income children and children of color. Federal education funds are specifically meant to supplement, not supplant, state and local revenues. So it is appropriate to examine whether state policies equitably support public education in high-poverty and high-minority districts.³ When states fail to equitably fund public education, federal funds are forced to make up for shortfalls, instead of providing the additional opportunities Congress intended.

Second, the analysis does not examine whether funding in any particular state is *adequate*. Rather, taking current spending as it is, this analysis asks whether the districts with the highest concentrations of low-income students and students of color are getting their fair share of state money.

Third, this report examines school district revenues, not practices or policies in terms of how the money is spent. At the Education Trust, we are acutely aware that how money is spent matters immensely in whether education is improved. We spend most of our time and energy trying to improve practice and policy so that existing resources in public

education are used effectively. But we also know that many necessary improvements in the education of low-income and minority students will cost money.

Fourth, we have applied a consistent methodology to examining funding equity in 49 states (the exception is Hawaii, which operates a single, statewide school district). This methodology, which is described in the text and explained in detail in the technical appendix, allows for cross-state comparisons and provides good information on how funding is distributed between high- and low-poverty and high- and low-minority districts. But it is not ideally suited to analyzing a few unique state contexts. For example, the Clark County school district, home to Las Vegas, serves approximately 70 percent of Nevada's public school students, so it is not possible to divide Nevada's districts into comparable quartiles.

We do not mean to imply that we have described the full range of school funding inequities. States that do not necessarily show large funding disparities in this analysis might show inequities if looked at through a different lens. We encourage researchers and advocates to use this data as a starting point for additional analysis.

How We Did the Analysis

This study analyzes annual financial data from each of the nation's approximately 14,000 public school districts, gathered by the U.S. Census Bureau and the U.S. Department of Education. The calculations are based on the total amount of state and local revenues each district received for the 2003-2004 school year, the latest year for which such financial data are available.⁴

To calculate funding gaps for each state, we compare average state and local revenues per student in the highest-poverty school districts—those in the top 25 percent statewide in terms of the percent of students living below the federal poverty line—to per-student revenues in the lowest poverty school districts.⁵ These quartiles are built so each contains approximately the same total number of students. This procedure also is used to establish comparable quartiles for analyzing funding in high- and low-minority school districts.

The analysis accounts for the fact that school districts vary in how much they need to spend depending on the different prices they have to pay for goods and services and the different kinds of students they have. Accordingly, we adjust for the local cost of providing education. In 2006, the National Center for Education Statistics released a new formula for adjusting for cost differences across school districts across the entire United States, and we applied that formula in these analyses.⁶ Using this new formula allows for the most fair comparisons across districts, but it makes the data in this report not perfectly comparable to previous Education Trust *Funding Gap* reports.

Similarly, we adjust our calculation of school district revenues based on the number of special education students enrolled, recognizing that districts with disproportionately more students with disabilities have higher costs and, thus, effectively less money to spend. The formula we used for this adjustment was developed by the American Institutes of Research and is widely used in school funding analyses.⁷

Most States are Unfair to Their High-Poverty and High-Minority Districts

In 26 of the 49 states studied, the highest poverty school districts receive fewer resources than the lowest poverty districts.⁸ As can be seen in Table 3, across the country, state and local funds provide \$825 per student less in the highest poverty districts than in the most affluent districts.⁹ Four states—Illinois, New Hampshire, New York, and Pennsylvania—shortchange their highest poverty districts by more than \$1,000 per student per year. These states, and others that allow funding gaps to persist, are compounding the disadvantages that low-income students face outside of school and undercutting public education's ability to act as an engine of social mobility.

In 28 states, high-minority districts receive less state and local money for each child than low-minority districts (Table 4). Across the country, \$908 less per student is spent on students in the districts educating the most students of color, as compared to the districts educating the fewest students of color.¹⁰

Equal Dollars Are Not Good Enough

The absolute dollar numbers in Table 3 actually understate the inequity suffered by high-poverty districts. To educate children growing up in poverty to common, meaningful standards costs more. Children from low-income families need more instructional time and especially well trained teachers. To provide another way of looking at state funding gaps, we also calculate the gaps with a 40 percent adjustment for educating students growing up in poverty.¹¹

We use this 40 percent adjustment because it is included in the federal Title I formula to determine whether state funding policies are fair to low-income students. Title I funding to states that do not meet this standard is reduced.¹² Studies that have attempted to quantify the additional costs of educating students growing up in poverty have often produced higher adjustments. Maryland, for example, determined that it would require virtually double the foundation funding to educate low-income students up to its state standards, and phased in a funding formula to meet that goal beginning in 2002.¹³ Others, such as Professor Liu, use a 60 percent adjustment.

Applying the 40 percent adjustment, the number of states that underfund school districts serving large numbers of poor children grows to 34, and the national gap goes from \$825 to \$1,307. Underneath this national gap lie huge differences among the states. Six states have per-student funding gaps that exceed \$1,000 between high- and low-poverty districts; once the 40 percent adjustment is applied, Michigan and Montana join the four states that have funding gaps in excess of \$1,000 (Illinois, New Hampshire, New York, and Pennsylvania).

A similar analysis based on districts serving students of color finds the same pattern: After the 40 percent adjustment for low-income students is made, school districts serving the largest concentrations of students of color receive \$1,213 less per child than school districts serving the fewest children of color every year. (No adjustment is made on the basis of the percent minority enrollment.) Thirty states have funding gaps between their highest and lowest minority districts, and twelve have funding gaps that exceed \$1,000 per child (Colorado, Illinois, Kansas, Montana, Nebraska, New Hampshire, New York, North Dakota, South Dakota, Texas, Wisconsin, and Wyoming).

How to Read Tables 3 and 4

Tables 3 and 4 illustrate the gap in funding between highest and lowest poverty districts (Table 3) and highest and lowest minority districts (Table 4). When highest poverty and highest minority districts receive less per pupil, the gaps are shown with negative numbers. So, for example, the highest poverty districts in Alabama receive an average of \$323 less per student than the lowest poverty districts, and the highest minority districts receive an average of \$241 per student less than the lowest minority districts. In states where the highest poverty districts receive more money per pupil, the number is positive. So, for example, the highest poverty districts in Minnesota receive \$1,349 per student more than the lowest poverty districts.

Table 3: Poverty Funding Gaps by State, 2004

State	Gap Between Revenues per Student in the Highest - and Lowest - Poverty Districts (no adjustment for low- income students)	Gap Between Revenues per Student in the Highest - and Lowest - Poverty Districts (40% adjustment for low- income students)
Alabama	-\$323	-\$656
Alaska	2,474	2,054
Arizona	-225	-736
Arkansas	-158	-500
California	218	-259
Colorado	-70	-440
Connecticut	666	59
Delaware	-207	-371
Florida	-272	-461
Georgia	156	-292
Hawaii	*	*
Idaho	-55	-257
Illinois	-1,924	-2,355
Indiana	518	93
Iowa	82	-176
Kansas	-549	-885
Kentucky	852	448
Louisiana	-200	-481
Maine	-137	-543
Maryland	-123	-432
Massachusetts	1,299	694
Michigan	-573	-1,072
Minnesota	1,349	950
Mississippi	207	-191
Missouri	190	-271
Montana	-789	-1,148
Nebraska	515	210
Nevada	-249	-297
New Hampshire	-1,084	-1,297
New Jersey	1,824	1,069
New Mexico	1,106	679
New York	-2,319	-2,927
North Carolina	-344	-543
North Dakota	271	17
Ohio	683	113
Oklahoma	133	-213
Oregon	579	302
Pennsylvania	-1,001	-1,511
Rhode Island	311	-394
South Carolina	414	127
South Dakota	-147	-438
Tennessee	591	330
Texas	-249	-757
USA	-825	-1,307
Utah	860	663
Vermont	-403	-894
Virginia	-114	-436
Washington	196	-110
West Virginia	-22	-345
Wisconsin	-351	-742
Wyoming	-303	-539

Table 4: Minority Funding Gaps by State, 2004

State	Gap Between Revenues per Student in the Highest - and Lowest - Minority Districts (no adjustment for low- income students)	Gap Between Revenues per Student in the Highest - and Lowest - Minority Districts (40% adjustment for low- income students)
Alabama	-\$241	-\$437
Alaska	4,955	4,435
Arizona	-230	-680
Arkansas	445	253
California	-160	-499
Colorado	-799	-1,032
Connecticut	-74	-602
Delaware	408	353
Florida	17	-106
Georgia	566	271
Hawaii	*	*
Idaho	-836	-849
Illinois	-1,223	-1,524
Indiana	1,345	1,096
Iowa	-327	-414
Kansas	-1,514	-1,630
Kentucky	150	274
Louisiana	355	111
Maine	-817	-874
Maryland	-302	-454
Massachusetts	1,663	1,139
Michigan	68	-251
Minnesota	898	623
Mississippi	413	26
Missouri	795	662
Montana	-1,787	-1,838
Nebraska	-1,280	-1,374
Nevada	-470	-496
New Hampshire	-2,371	-2,392
New Jersey	1,730	1,087
New Mexico	246	18
New York	-2,239	-2,636
North Carolina	-211	-296
North Dakota	-1,259	-1,290
Ohio	1,285	942
Oklahoma	-133	-383
Oregon	222	127
Pennsylvania	-454	-709
Rhode Island	-21	-639
South Carolina	392	206
South Dakota	-962	-1,140
Tennessee	275	202
Texas	-792	-1,167
USA	-908	-1,213
Utah	-202	-311
Vermont	-800	-613
Virginia	418	239
Washington	-87	-225
West Virginia	244	290
Wisconsin	-1,043	-1,270
Wyoming	-1,020	-1,041

Note: All dollar amounts in this chart have been adjusted to account for regional cost differences and the additional cost of educating students with Individualized Education Programs. This has the effect of reducing the effective level of funding in high-cost districts and districts with large numbers of students with disabilities. In addition, the third column in this table contains gap numbers that have been adjusted to account for the additional cost of educating low-income students (40% adjustment). For a more detailed explanation of the methodology used in this report, see the Technical Appendix.

Source: Education Trust calculations based on data from U.S. Census Bureau and U.S. Department of Education, 2004-2005 school year.

Some states demonstrate that equitably funding education is possible. Kentucky and Massachusetts, for example, have targeted more money to high-poverty districts and coupled the monetary resources with meaningful accountability and technical assistance—and real progress has been accomplished.¹⁴ But equitable funding is not a panacea. Washington, for example, does not distribute its money in a particularly unfair way in comparison to other states, but that does not make up for the fact that it simply spends less on education than other states with similar wealth. There are, of course, examples where increased education funding has not translated into commensurate improvements in teaching and learning. We have to confront those issues seriously, but ignoring or condoning funding gaps only makes it harder to tackle the substantive problems.

Per-Student Funding Gaps Add Up

For example, when you consider the per-student funding gap for low-income students (without 40-percent adjustment for low-income students) in...	Between two typical classrooms of 25 students, that translates into a difference of....	Between two typical elementary schools of 400 students, that translates into a difference of....	Between two typical high schools of 1,500 students, that translates into a difference of....
New York	\$57,975	\$927,600	\$3,478,500
Illinois	\$48,100	\$769,600	\$2,886,000
Michigan	\$14,325	\$229,200	\$859,500
North Carolina	\$8,600	\$137,600	\$516,000
Delaware	\$5,175	\$82,800	\$310,500

Table 5: Percent of Elementary-Secondary Public School System Revenue from Local Sources by State: 2003-2004

State Name	Percent of System Revenue from Local Sources
Alabama	32.8
Alaska	25.7
Arizona	43.3
Arkansas	15.4
California	34.1
Colorado	49.6
Connecticut	59.7
Delaware	27.9
Florida	45.6
Georgia	46.7
Idaho	31.6
Illinois	56
Indiana	44
Iowa	45.5
Kansas	40.8
Kentucky	30.4
Louisiana	38.2
Maine	50.4
Maryland	55.9
Massachusetts	53.6
Michigan	30
Minnesota	22.6
Mississippi	30.3
Missouri	47.9
Montana	40.4
Nebraska	58.2
Nevada	32.4
New Hampshire	48.6
New Jersey	53.3
New Mexico	13.1
New York	48.9
North Carolina	32.5
North Dakota	46.7
Ohio	49.2
Oklahoma	36.1
Oregon	38.2
Pennsylvania	56.1
Rhode Island	52.3
South Carolina	43.6
South Dakota	50.3
Tennessee	45.6
Texas	52.7
Utah	34.7
Vermont	23.9
Virginia	54.3
Washington	29.7
West Virginia	28.7
Wisconsin	41.7
Wyoming	38
USA	43.9

Source: "Public Education Finances 2004". US Census Bureau. March 2006. Page 5. Table 5.

States Can Close Funding Gaps

Education reform poses many complicated issues, where additional innovation and research is still needed. Making education funding more fair, however, is not one of these issues. States need to take a greater share of education funding and target more money to the districts with the biggest challenges.

First, states should reduce reliance on local property taxes. As shown in Table 5, states vary dramatically in the extent to which local taxes fund schools—from a low of 13 percent in New Mexico to a high of 60 percent in Connecticut. Because wealth and property value are so unequally distributed, using local taxes as the primary resource for schools inherently gives wealthier communities an advantage in providing better educational opportunities. It is antithetical to states' professed commitments to close achievement gaps to rely on local communities to fund education. This tradition reinforces privilege, exacerbates inequality, and is anachronistic at a time when we expect

all students within a state to meet consistent, meaningful standards.

Once states assume more responsibility for education funding, they should target funds to help educate low-income children. In Massachusetts, for example, local taxes account for a majority of public schools' revenue, but state funding is highly targeted, which allows the state to do more to address funding equity than some other states. Wisconsin, in contrast, actually allocates a majority of all public education revenue at the state level, but still maintains funding gaps that disadvantage both high-poverty and high-minority districts.

It is unfair that children's educational horizons are limited by their neighborhoods' demographics. As state education systems grow into their responsibilities in a standards-based world, they need to ensure that budgets reflect fairness and that resources are targeted to districts with the most need. Aligning state education funding policies with goals would mark necessary, but not sufficient, progress toward equality of educational opportunity.

How Districts Shortchange Low-income and Minority Students

By Marguerite Roza

Research Assistant Professor in the Center on Reinventing Public Education at the Daniel J. Evans School of Public Affairs at the University of Washington.

It is well known that some school districts have more money to spend than others with consequent ill effects on poor and minority students. Analyses such as the ones contained in this report and well-publicized court cases have long documented the inequities between wealthier and poorer school districts.

Less well known is that, almost universally, school districts themselves magnify those initial inequities by directing more non-targeted money to schools and students with less need. Even school districts that claim to be spending more on high-poverty and high-minority schools can in fact spend considerably less, leading to predictable and devastating results for low-income and minority students.

To understand how these inequities develop within districts, it is necessary to understand the way school budgets are built. Typically, district budget documents report how money is spent by category and program rather than by school. As a result, even superintendents and school board

members often do not know whether they spend more money on one school than another or whether they spend more or less on low-income and minority students. Layered onto those opaque accounting practices are long-established policies and practices—particularly regarding personnel assignments—that virtually guarantee that low-income and minority children have access to fewer resources than their more advantaged peers.¹⁵

No large-scale national databases or analyses can be used to see these problems. However, in the last five years I and others have carefully analyzed the spending patterns of dozens of districts in more than 20 states. In some cases the districts only allowed us to examine their finances with the understanding that we would not name them. However, we can say that in many ways they typify large and medium-sized districts throughout the country. Two major patterns emerged in almost every district studied and can be presumed to be replicated in most large and medium-sized school districts.

- 1) Less money is spent on salaries in high-poverty schools than on salaries in low-poverty schools within the same district.
- 2) Districts assign a larger share of unrestricted funds to low-poverty schools.

Let us examine each of these inequitable patterns.

1) Less money is spent on salaries in high-poverty schools than on salaries in low-poverty schools within the same district.

Evidence abounds that in many school districts the most experienced and highly paid teachers congregate in the district's more affluent schools. At the same time, the least qualified, lowest paid teachers tend to serve in the schools with the highest numbers of low-income and minority students. A typical pattern is that a new teacher will start his or her career at a high-poverty school and, as he or she gains experience and moves up the pay scale, will transfer to a more affluent school. District transfer policies, sometimes codified in teacher union contracts, help facilitate this migration pattern. Additionally, after teaching in high-poverty schools, some newer teachers leave the profession, also contributing to the teacher turnover in the schools.

Although there are no guarantees that teacher experience is an indicator of teacher quality, researchers generally agree that teacher effectiveness increases during the first five to seven years of teaching. Educationally, the migration pattern of teachers means that students who attend high-minority and high-poverty schools have a lower chance of encountering a teacher at the peak of his or her effectiveness than students who attend more affluent schools with fewer students of color.

Financially, such teacher migration patterns mean that considerably less salary money is spent on high-poverty and high-minority schools. This disparity is often hidden by the fact that most district budgets report the distribution of staff *positions* at individual schools and not the distribution of teacher *costs* or teacher quality. Typically a district will allocate one teacher to a set number of students across all schools or types of schools (for example, all elementary schools will have a 1:18 ratio or all high schools will have a 1:22 ratio). The district will then report salaries at a particular school as the number of positions multiplied by the average salary paid by the district. By reporting salaries in this way (known as salary averaging), school districts disguise the actual salaries paid at individual schools.

When actual salaries are examined, the differences between high-poverty schools and low-poverty schools are significant and pervasive, as shown in Table 6.

Table 6: Gap between average teacher salaries in top and bottom poverty quartiles, by school district (2003-2004)

District	Salary Gap
Austin*	\$3,837
Dallas*	\$2,494
Denver*	\$3,633
Fort Worth*	\$2,222
Houston*	\$1,880
Los Angeles**	\$1,413
Sacramento**	\$4,846
San Diego**	\$4,187
San Francisco**	\$1,286
San Jose Unified**	\$4,008

Sources: *Center for Reinventing Public Education Analyses, 2005

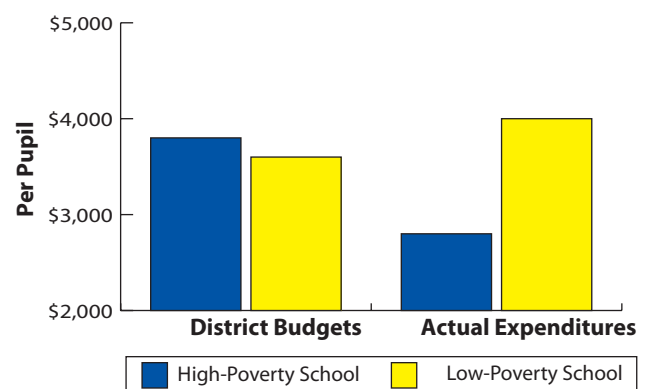
**Education Trust, Hidden Funding Gap, 2005, available at <http://www.hiddengap.org/>

In each city cited here, the district effectively spends less on teaching in schools with high concentrations of low-income students. And these are not the most extreme examples. A 2002 analysis of Baltimore City showed that teachers at one high-poverty school were paid an average of almost \$20,000 less than those at another school in the same district.¹⁶

Salary differences translate into big effects on school spending. For a school with 600 students and 25 teachers, a \$4,000 average salary gap creates a difference of \$100,000 per school. For a school with 1,700 students and 100 teachers, that is a difference of \$400,000 per school.

Members of the general public often believe that high-poverty and high-minority schools receive more money than other schools because they know that there are special programs targeted to high-poverty schools. In some cases, however, targeted funds don't even make up for the salary differences.

Figure 1: Salary Averaging Diverts Resources Budgeted for High-Poverty Schools to Low-Poverty Schools*



Source: Roza, Marguerite and Paul Hill. "How Within-District Spending Inequities Help Some Schools to Fail," Brookings Papers on Education Policy (2004).

2) Districts further exacerbate inequality by assigning a larger share of unrestricted funds to low-poverty schools.

Each school in a district is supposed to receive an equal share of unrestricted funds, in addition to whatever categorical allocations are intended for the special needs of the students it has (such as for special education services or English-language instruction). Even after the salary differences between high- and low-poverty schools are accounted for, low-poverty schools still get more than their share of unrestricted dollars. In fact, salary differences only explain between 20 and 80 percent of the differences between spending at high- and low-poverty schools.

This somewhat unexpected finding first emerged in various analyses some two years ago,¹⁷ and other recent analyses confirm it. For example, data from the Public Policy Institute of California documented that low-poverty elementary schools tend to have larger teacher/pupil ratios and higher non-teacher expenditures than higher poverty schools.¹⁸

Table 7: Unrestricted spending per pupil in elementary schools across sampled California Districts

Category	Low Poverty	High Poverty
Unrestricted Teacher Expenditures	\$2570	\$1973
Teachers per 1000 students	44.9	41.5
Average teacher salary	\$57,242	\$47,545
Unrestricted Other Expenditures	\$1839	\$1648
Total Unrestricted	\$4409	\$3621

Source: Rose, et. al (2006)

Interviews with district leaders have helped make sense of how and why this happens in their districts. Sometimes the placement of more expensive magnet or alternative programs drives up the costs in schools with fewer low-income students. In Chicago, for instance, selective enrollment schools (those with admission requirements) spend some 15 percent more than the district average per pupil.¹⁹ In one district, the more affluent communities have smaller schools where per-pupil costs are higher. More often, the patterns are created in response to pressures to equalize services across all schools. Where earmarked categorical funds such as federal Title I money pay for such extra services as full-day kindergarten or reading specialists in high-need schools, more flexible state and local money is often used to fund the same services in the low-need schools.

The result is that general or unrestricted funds are skewed toward schools that do not qualify for targeted programs. Even when states restrict certain funds to

provide extras for low-income students, school districts use unrestricted funds to provide similar services to more affluent students.

While the patterns somewhat vary by district, it is clear that most districts distribute the state and local funds they control inequitably. Again, this is masked by the way budgets are reported, showing expenditures coded by activity, function, and program, but not by school or student.

Emerging research indicates that there may be yet another way local districts shortchange low-income and minority students by inequitably distributing categorical funds targeted to specific kinds of students, such as money targeted to English-language learners. The way this seems to work is that districts put equally funded programs into schools regardless of how many students need them. For example, a district might allocate \$100,000 to each school with English-language learners, even though one school might have 200 students with limited English proficiency and another—often a more affluent school—might have only 20. This results in a per-pupil cost of \$500 in the first school and \$5,000 in the second. The research into this practice is still in the early stages²⁰ and deserves further scrutiny.

The important point here is that school budgets are tangled webs, and it takes considerable amounts of analytic energy to unravel them in order to understand exactly how money is spent and on which students. When examined closely, however, it is clear that the typical school budget document is used to conceal very inequitable spending patterns.

To change these patterns, school boards, superintendents, and members of the general public should demand that budget documents be much more accurate and transparent so that all involved know exactly how resources are being distributed among different schools within the same school district. Accuracy demands that school budgets reflect actual teacher salaries, not district averages. Relying on average teacher salaries obscures the fact that less teacher salary money is allocated to the highest poverty and highest minority schools, where novice teachers and those with the least credentials are concentrated. One hopeful sign is that California, Texas, and Colorado have recently changed their school accounting practices to make it easier for school districts to report actual salaries by school level.

Collecting and disseminating truthful information about individual school budgets will help in acknowledging the problems, but it will take deliberate policies to change the underlying inequities. An increasing number of districts, including some of those that have allowed me and my colleagues to study them, are adopting student-based

allocation policies known as weighted student funding.²¹ Others are changing the way teachers are compensated in order to change the way teacher talent and experience are distributed. If public school systems are serious about closing achievement gaps, they must begin to allocate more resources to the students with the greatest need. The previous sections of this report illustrate the important role of federal and state policies, but we cannot achieve real funding equity until we design school budgets that better respond to student needs.

Conclusion and Recommendations

The fundamental promise of standards-based reform is that inputs vary so that outcomes can be held constant. While there are many intangibles on the input side of the education equation, we can at least measure whether money is being appropriately targeted to provide extra support to the students and schools who start out behind. By this score, we have yet to deliver on the promise of standards-based reform.

For standards and accountability to represent more than a hollow exhortation to “do better,” education funds must be directed to the places where they are most needed. Changing how education funds are distributed presents political challenges, but isolated progress at every level of government demonstrates that these issues can be overcome. Education is too important to our identity as Americans – and who we aspire to be – to allow current funding inequities to persist.

Below are recommendations for each level of government.

Federal Government

- **Invest more in education.** Despite a 40 percent increase in Title I funding within three years of enacting *No Child Left Behind* (NCLB), the federal government still only provided 8.9 percent of public education funds in 2004. There is only so much equity that can be secured with 9 cents of every education dollar.
- **Target federal funds to high-poverty states.** Title I currently rewards states that spend more on education without regard to differences in state capacity, which compounds the disadvantage of living in a low-wealth state. Federal policy should distinguish among states based on their effort in education funding, and help to address differences in capacity.
- **Use federal funds more aggressively to force states and districts to disburse their own funds equitably.** State and local policy have to be aligned with the national goal of closing achievement gaps, or the relatively small amount of federal funds will represent mere drops in a leaky bucket. Congress could start by updating the “comparability” provisions in Title I, which allow states to ignore inequities in state/local funding in Title I schools.

State Governments

- **Take more responsibility for education funding.** As the constitutional guarantors of educational opportunity, states should ensure that public schools are funded adequately regardless of community wealth. Because the traditional role of local property

taxes in funding local school districts inherently puts low-wealth and low property value communities at a disadvantage, states should rely more on statewide sources of revenue.

- **Target more funding to high-poverty districts.** Disbursing education dollars at the state level creates the opportunity for more equitable funding, but does not make equity inevitable. States need to assess the relative challenges across school districts and ensure that funding equitably addresses these challenges.
- **Set funding equity standards for school districts.** States have devolved authority for funding individual schools to school districts, but this cannot allow states to abdicate responsibility for ensuring equitable educational opportunities within districts.

Local School Districts

- **Publish transparent budget and allocation figures.** While the destination of federal and state funds is easily traceable at the school-district level, school district budgets remain opaque and expenditures are often not even tracked at the school level. The lack of transparency shields local spending patterns from scrutiny and provides cover for pervasive and indefensible inequality among schools within the very same school districts.
- **Examine contract and budgeting provisions that perpetuate inequality.** Most school districts have negotiated away their ability to use differential pay to attract and retain the best teachers in the hardest-to-staff schools. Along with salary-averaging budgeting practices, this helps concentrate the most highly paid teachers in the schools with the fewest low-income students and students of color.
- **Implement weighted student funding.** To make good on the promise of educating just about all students to a common standard, we have to identify students’ needs and then allocate funds proportionate to those needs. School budgets currently are oriented to funding programs and staff allocations, without adequate differentiation based on student needs.

Pitched debates have been joined over whether it is possible for public education to educate all students to meaningful levels of academic proficiency. The truth is that we cannot know how much more is possible until we adjust our systems toward this goal. It would be a shame if the debates over what’s possible in public education were resolved without addressing patent unfairness in education funding.

Appendix

Table 8: Percent Distribution of Elementary-Secondary Public School System Revenue by Source and State:, 2003-2004

State	Federal	State	Local
Alabama	11.7	55.5	32.8
Alaska	19.4	54.9	25.7
Arizona	11.8	44.9	43.3
Arkansas	12.5	72.1	15.4
California	11.4	54.5	34.1
Colorado	6.7	43.7	49.6
Connecticut	5	35.3	59.7
Delaware	8.1	64	27.9
District of Columbia	15.4	.	84.6
Florida	10.1	44.4	45.6
Georgia	8.5	44.8	46.7
Hawaii	11.1	86.6	2.4
Idaho	10.2	58.2	31.6
Illinois	8.6	35.5	56
Indiana	6.4	49.6	44
Iowa	8.3	46.2	45.5
Kansas	7.8	51.4	40.8
Kentucky	11.8	57.8	30.4
Louisiana	13.8	48	38.2
Maine	8.9	40.7	50.4
Maryland	6.4	37.7	55.9
Massachusetts	6.5	39.8	53.6
Michigan	7.9	62	30
Minnesota	6	71.4	22.6
Mississippi	14.9	54.9	30.3
Missouri	7.9	44.2	47.9
Montana	15.2	44.4	40.4
Nebraska	9	32.8	58.2
Nevada	7.2	60.4	32.4
New Hampshire	5.6	45.8	48.6
New Jersey	4.3	42.4	53.3
New Mexico	17.2	69.7	13.1
New York	7.5	43.6	48.9
North Carolina	9.7	57.9	32.5
North Dakota	15.2	38.1	46.7
Ohio	6.9	43.9	49.2
Oklahoma	12.8	51.1	36.1
Oregon	9.1	52.7	38.2
Pennsylvania	8	35.9	56.1
Rhode Island	7.2	40.5	52.3
South Carolina	10.4	46	43.6
South Dakota	15.6	34.2	50.3
Tennessee	11	43.4	45.6
Texas	10.5	36.8	52.7
Utah	10	55.3	34.7
Vermont	8	68	23.9
Virginia	7	38.7	54.3
Washington	8.5	61.8	29.7
West Virginia	11.3	60	28.7
Wisconsin	6.1	52.2	41.7
Wyoming	9.9	52.1	38
USA	8.9	47.1	43.9

California RttT Appendices Page 723

Notes: Some data appear under local sources for Hawaii's state-operated school system for consistency with data presented for all other school systems.

Source: Public Education Finances 2004. US Census Bureau. March 2006. Table 5.

Endnotes

- ¹ For disparities in access to teacher quality, see Peske, H., and Haycock, K. *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality*; Education Trust, 2006. For disparities in access to challenging curriculum, see Barth, Patte, A *New Core Curriculum for All*, The Education Trust, 2003. Both reports are available under reports and publications at www.edtrust.org. The specific urls are (Peske and Haycock): <http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf>; and (Barth): http://www2.edtrust.org/NR/rdonlyres/26923A64-4266-444B-99ED-2A6D5F14061F/0/k16_winter2003.pdf. For an examination of disparity in facilities and capital improvements, see Filardo, Mary, et. al, *Growth and Disparities: A Decade of U.S. Public School Construction, Building Educational Success Together (BEST)*, 2006, available at <http://www.edfacilities.org/pubs/GrowthandDisparity.pdf>.
- ² Almost every state's constitution creates an affirmative obligation to provide public education. See discussion in, for example, Thro, William E., "The Role of Language of the State Education Clauses in School Finance Litigation," *West's Education Law Reporter*, vol. 2 no. 2, 1993.
- ³ Non-supplantation language is common in federal education statutes; for an example, see Section 1120(A)(b)(1) of the No Child Left Behind Act, which says, "A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds."
- ⁴ Local revenues include local property taxes used for school facilities, construction bonds, etc. For a more detailed explanation of the data sources and methodology used to generate the numbers used in the report, see the Technical Appendix, available as a separate document on The Education Trust web site, www.edtrust.org.
- ⁵ The poverty rate in this analysis is defined as the percent of people ages 5 to 17 living in each school district with a household income below the federal poverty line, as estimated by the U.S. Census Bureau. In 2003, the poverty line for a family of four with two children was \$18,660. <http://www.census.gov/hhes/poverty/threshld/thresh03.html>. It should be noted that this is a more restrictive definition of poverty than eligibility for the federal free or reduced-price lunch programs, which include students with income at or below 130 percent and 185 percent of the poverty line, respectively (Federal Register, Vol. 68, No. 49, Notices). Federal Title I funds are distributed to states and local districts on the basis of poverty. Districts often then use the free and reduced-price lunch programs to distribute Title I money to schools.
- ⁶ Taylor, L.L., and Fowler, W.J., Jr. *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321), U.S. Department of Education. Washington, DC: National Center for Education Statistics, 2006.
- ⁷ Chambers, Jay et al, *What Are We Spending on Special Education Services in the United States, 1999-2000?* American Institutes for Research, Center for Special Education Finance, 2002. For more information see the Technical Appendix, available at www.edtrust.org.
- ⁸ Hawaii is excluded from inter-district funding analyses, as is the District of Columbia because each operates a single, state-wide school district.
- ⁹ This national figure is not the same as the average of each state's funding gap. Rather, it is the difference between the aggregate cost-adjusted per-student funding level in the districts among all states with the highest proportion of low-income students compared to the per-student funding in the districts with the lowest proportion of low-income students across all the states.
- ¹⁰ Race and poverty are often highly correlated, which is why many of the states with the largest poverty gaps also have similar gaps for minority students. However, this isn't always the case. High-poverty school districts in Washington state, for example, receive slightly more in state/local funding (\$196 per-student), but high-minority districts get \$87 less per-student than low-minority districts. In some states, the minority funding gap is much bigger – up to three times bigger – than the poverty funding gap.
- ¹¹ This means, for example, that if a state provides districts with \$10,000 per non-low-income student, equity demands that the state provide at least \$14,000 per low-income student.
- ¹² One of the criteria for states to receive Title I "Incentive Grants" under No Child Left Behind is whether states have distributed money "evenly." The definition of evenly includes a 40 percent differential for low-income children. *No Child Left Behind Act*, Section 1125(A), Education Finance Incentive Grant Program. Other studies also have used this 40 percent adjustment. See for example, *Inequalities in Public School District Revenues*, U.S. Department of Education, National Center for Education Statistics, 1998; *School Finance: Per Pupil Differences between Selected Inner City and Suburban Schools Varied by Metropolitan Area*, U.S. General Accounting Office, 2002.
- ¹³ Hunter, Molly A., Maryland Enacts Modern, Standards-Based Education Finance System: Reforms Based on "Adequacy" Cost Study, National Access Network. See http://www.schoolfunding.info/resource_center/MDbrief.php3.
- ¹⁴ For an analysis of Kentucky's progress, see *Gaining Ground: Hard Work and High Expectations for Kentucky's Schools*, The Prichard Committee for Academic Excellence, 1999. <http://www.prichardcommittee.org/pubs/ggground.pdf>. For an analysis of Massachusetts's progress, see "Staying the Course," *Education Week*, January 5, 2006 at <http://www.edweek.org/rc/articles/2004/10/15/qc-archive.html>.
- ¹⁵ Together with Kevin Carey, I plan to quantify how inequities from different levels of government add up for individual schools and their students in a forthcoming study.
- ¹⁶ Roza, Marguerite, and Hill, Paul, *How Within-District Spending Inequities Help Some Schools to Fail*, Chapter from the 2004 Brookings Institute Papers on Education Policy (2004). <http://www.crpe.org/pubs/pdf/InequitiesRozaHillchapter.pdf>
- ¹⁷ Roza, Guin, and Davis (forthcoming). *What is the sum of the parts?*, Center on Reinventing Public Education.
- ¹⁸ Rose, Heather et al., *School Resources and Academic Standards in California: Lessons from the Schoolhouse*, Public Policy Institute of California, 2006. http://www.ppic.org/content/pubs/report/R_106HRR.pdf
- ¹⁹ John Myers, "Some more equal than others." *Catalyst-Chicago*, 2005.
- ²⁰ Roza, Guin, and Davis (forthcoming).
- ²¹ For a discussion of weighted student funding, including several case studies of districts that are implementing this policy, see *Fund the Child: Tackling Inequity and Antiquity in School Finance*, the Fordham Foundation, June, 2006, available online at: <http://www.edexcellence.net/fundthechild/FundtheChild062706.pdf>.

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Data Analysis by Eli Pristoop

About the Education Trust



The Education Trust, Inc. was created to promote high academic achievement for all students, at all levels – pre-kindergarten through college. While we know that all schools and colleges could better serve their students, our work focuses on the schools and colleges most often left behind in plans to improve education: those serving African-American, Latino, Native American and low-income students.

The Education Trust works side-by-side with policymakers, parents, education professionals, community and business leaders—in cities and towns across the country—who are trying to transform their schools and colleges into institutions that genuinely serve all students. We also bring lessons learned in local communities back to Washington to help inform national policy debates.

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Appendix F1ii.III

Evidence for (F)(1)(ii)

Evidence for (F)(1)(ii):

- State policies that lead to equitable funding between high-need LEAs and other LEAs, and within LEAs, between high-poverty schools and other schools
-

Description of Proposition 98 Funding Guarantee

Since its passage in 1988, the voter initiative known as Proposition 98 has set the minimum funding level for K-14 education in California.¹ Although the specifics of Proposition 98 are complex, in general it guarantees that, in any given fiscal year, school districts and community colleges either receive a minimum percentage (currently around 40 percent) of California's General Fund revenues, or the same level of funding they received in the previous fiscal year (adjusted for changes in student enrollment and inflation), whichever is more. In addition, Proposition 98 also requires that in certain years known as "Test 3" years, or when Proposition 98 is suspended, the State must create a "maintenance factor"—that is, an amount of funding that needs to be restored to K-14 education in future budgets when General Fund revenues are rising.

The three test formulas can be summarized as follows:

- **Test 1:** Also referred to as the "percentage of revenues" test, Test 1 guarantees that education funding will be at least the percentage of the State's total General Fund revenues that they received when Proposition 98 was passed. (§ 8, subd.(b)(1).) Currently at 40%, the actual percentage has varied over time as property tax allocations between schools and other local agencies have been changed.
- **Test 2:** Under this formula, education funding is based on the amount allocated for education in the prior fiscal year, plus (1) the change in student enrollment (i.e., "Average Daily Attendance [ADA] growth") and (2) the annual change in per capita personal income. (§ 8, subd. (b)(2).) Test 2 is referred to as a "maintenance of effort" test.
- **Test 3:** Education funding under Test 3 is based on the amount allocated for education in the prior year, plus (1) ADA growth and (2) the annual change in per capita General Fund revenues plus ½ percent. (§ 8, subd. (b)(3).) As with Test 2, Test 3 is also described as a "maintenance of effort" test. The only difference between the two formulas is the inflation factor used to calculate the change in the minimum level of funding.

With these three formulas in mind, the process for determining the minimum education funding level for any given fiscal year works as follows. First, the change in per capita General Fund revenues is compared with the change in per capita personal income. (§ 8, subd. (b)(2) & (C)(3).) If the State's per capita General Fund revenues (plus ½ percent) grow more slowly (or suffer a greater decline) than per capita personal income, then Test 3 is compared with Test 1 to see which provides for a higher minimum level of education funding. Alternatively, if per capita income grows more slowly (or suffers a greater decline) than per capita General Fund revenues plus ½ percent, then Test 2 is compared with Test 1 to see which provides for a higher level of funding.

In addition to the three tests just described, Proposition 98 contains an additional provision regarding something called the "maintenance factor." As its name suggests, the "maintenance factor" is related to the two maintenance-of-effort tests, and generally refers to the funding gap between Tests 2 and 3 that, under certain circumstances, must be restored to education in the future years when General Fund revenues are rising. Specifically, Article XVI, section 8, subdivision (d), provides that:

In any fiscal year in which school districts and community college districts are allocated funding pursuant to paragraph (3) of subdivision (b) or pursuant to subdivision (h), they shall be entitled to a maintenance factor, equal to the difference between (1) the amount of General Fund moneys which would have been appropriated pursuant to paragraph (2) of subdivision (b) if that paragraph had been operative or the

¹ In this section of the appendix, all sections cited refer to article XVI of the California Constitution.

amount of General Fund moneys which would have been appropriated pursuant to subdivision (b) had subdivision (b) not been suspended, and (2) the amount of General Fund moneys actually appropriated to school districts and community college districts in that fiscal year.

State Laws and Regulations from the Application Narrative (in order of appearance)

CALIFORNIA CONSTITUTION

ARTICLE 16 PUBLIC FINANCE

SEC. 18. (a) No county, city, town, township, board of education, or school district, shall incur any indebtedness or liability in any manner or for any purpose exceeding in any year the income and revenue provided for such year, without the assent of two-thirds of the voters of the public entity voting at an election to be held for that purpose, except that with respect to any such public entity which is authorized to incur indebtedness for public school purposes, any proposition for the incurrence of indebtedness in the form of general obligation bonds for the purpose of repairing, reconstructing or replacing public school buildings determined, in the manner prescribed by law, to be structurally unsafe for school use, shall be adopted upon the approval of a majority of the voters of the public entity voting on the proposition at such election; nor unless before or at the time of incurring such indebtedness provision shall be made for the collection of an annual tax sufficient to pay the interest on such indebtedness as it falls due, and to provide for a sinking fund for the payment of the principal thereof, on or before maturity, which shall not exceed forty years from the time of contracting the indebtedness.

(b) Notwithstanding subdivision (a), on or after the effective date of the measure adding this subdivision, in the case of any school district, community college district, or county office of education, any proposition for the incurrence of indebtedness in the form of general obligation bonds for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, shall be adopted upon the approval of 55 percent of the voters of the district or county, as appropriate, voting on the proposition at an election. This subdivision shall apply only to a proposition for the incurrence of indebtedness in the form of general obligation bonds for the purposes specified in this subdivision if the proposition meets all of the accountability requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A.

(c) When two or more propositions for incurring any indebtedness or liability are submitted at the same election, the votes cast for and against each proposition shall be counted separately, and when two-thirds or a majority or 55 percent of the voters, as the case may be, voting on any one of those propositions, vote in favor thereof, the proposition shall be deemed adopted.

Appendix F2i.I

Evidence for (F)(2)(i)

Evidence for (F)(2)(i):

- State statutes, regulations, and other legal documents
-

State Laws and Regulations from the Application Narrative (in order of appearance)E.C. 47602.

47602. (a) (1) In the 1998-99 school year, the maximum total number of charter schools authorized to operate in this state shall be 250. In the 1999-2000 school year, and in each successive school year thereafter, an additional 100 charter schools are authorized to operate in this state each successive school year. For the purposes of implementing this section, the State Board of Education shall assign a number to each charter petition that it grants pursuant to subdivision (j) of Section 47605 or Section 47605.8 and to each charter notice it receives pursuant to this part, based on the chronological order in which the notice is received. Each number assigned by the state board on or after January 1, 2003, shall correspond to a single petition that identifies a charter school that will operate within the geographic and site limitations of this part. The State Board of Education shall develop a numbering system for charter schools that identifies each school associated with a charter and that operates within the existing limit on the number of charter schools that can be approved each year. For purposes of this section, sites that share educational programs and serve similar pupil populations may not be counted as separate schools. Sites that do not share a common educational program shall be considered separate schools for purposes of this section. The limits contained in this paragraph may not be waived by the State Board of Education pursuant to Section 33050 or any other provision of law.

(2) By July 1, 2003, the Legislative Analyst shall, pursuant to the criteria in Section 47616.5, report to the Legislature on the effectiveness of the charter school approach authorized under this part and recommend whether to expand or reduce the annual rate of growth of charter schools authorized pursuant to this section.

(b) No charter shall be granted under this part that authorizes the conversion of any private school to a charter school. No charter school shall receive any public funds for a pupil if the pupil also attends a private school that charges the pupil's family for tuition. The State Board of Education shall adopt regulations to implement this section.

Appendix F2ii.I

Evidence for (F)(2)(ii)

Evidence for (F)(2)(ii):

- Description of Charter Approval, Charter Oversight, Charter Supports, Charter Revocation, Charter Funding, and Charter Facilities Policies
 - State statutes, regulations, and other legal documents
-

Charter approval

California provides multiple opportunities for a charter school to be authorized through a three-tiered appeal process. The first step for seeking approval begins at the LEA. Interested charter school operators provide a petition, along with signatures from at least 50 percent of potential parents or 50 percent of potential teachers, a budget for the first year and financial projection statements for the upcoming three years to the local school board for approval. If a charter proposal is denied by the local school district, the applicants can appeal to the county board of education for a charter.¹ County boards of education also have the authority to approve charter schools that meet unique countywide needs. If charter applicants are denied at the county level, they can then appeal to the State Board of Education (SBE) for approval.² In addition, the SBE also authorizes “statewide benefit” charter schools to provide instructional services that cannot be provided by a charter school operating in only one school district or county.³ Statewide benefit charters adhere to all other charter laws with the exception of geographic limitations. This system of multiple authorizers ensures that there is sufficient opportunity for innovative ideas to develop in charters across the state. All charter school petitioners must agree to meet all statewide academic standards and conduct all state pupil assessments. Additionally, regardless of the authorizer, the charter petition must specify “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”⁴

Once a charter is granted, the initial charter is approved for a period of up to five years. Renewals are also approved for five years and are based on the following criteria:

- Attaining an Academic Performance Index (API—a composite of student test scores used to rank schools in the state) growth target in the prior year, or in two of the last three years, or in the aggregate for the prior three years (See Appendix A for a full description of the API);
- Attaining a state rank in deciles 4 to 10 (i.e., being in the top 60 percent of schools), inclusive, on the API in the prior year or in two of the last three years;
- Attaining a state rank in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; and
- Ensuring that the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.⁵

Charter oversight

Charter authorizers also must provide ongoing oversight of the charter, including visiting the school at least once a year and ensuring that the school submits all required reports (including fiscal reports four times a year to the district and local county office of education) and monitoring the school’s fiscal

¹ E.C. 47605

² E.C. 47605.

³ E.C. 47605.8.

⁴ E.C. 47605(b)(5)(G).

⁵ E.C. 47607(b)(4)(A).

condition.⁶ In California, charter school oversight and monitoring are primarily implemented by the school district authorizer. The law also provides county and state education agencies with charter oversight and monitoring responsibilities, including the right to investigate a charter school and to revoke its charter.

Charter schools must also contract for an annual, independent financial audit that is performed in accordance with Generally Accepted Accounting Principles.⁷ The audit must be submitted to the authorizer and the State, and any audit finding must be addressed to the satisfaction of the authorizer.⁸

Charter supports

California has also supported its charter schools by providing state-led technical assistance through a CDE charter support team, and the State Advisory Commission on Charter Schools (ACCS) also provides critical advisory assistance to the SBE in the review of charter applications and appeals as well as funding determinations. In addition, the California Charter School Association (CCSA) and the Charter Schools Development Center (CSDC) provide resources and training for charter school leaders and staff. However, as described in Section (E)(2), the State intends to strengthen this support structure by creating a Regional Charter Innovation Center to support charter organizations to serve the needs of low-performing schools. The contract will be awarded by the fall of 2010 so that the organization can begin the work to assist LEAs while the LEAs plan for their 2011-12 implementation of the intervention models.

Charter revocation

California works to ensure that charter schools provide a high-quality education for students. However, for those charter schools that do not meet the statutory requirements, the charter is revoked. A charter can be revoked for failure to meet or pursue any student outcomes identified in the charter; violation of the charter's conditions, standards, or procedures; fiscal mismanagement; or violation of any provision of law.⁹ In addition to the explicit academic criteria noted above for renewal of a charter school, the authorizer and the SBE (whether or not it is the charter authorizer) have explicit authority to revoke a school's charter under specific circumstances, including if the school fails to meet or pursue academic outcomes, violates the law or terms of its charter, or for various financial mismanagement issues.¹⁰

To effectuate the SBE authority noted above, in December 2009, the SBE began the rulemaking process to adopt regulations that would allow for the revocation of academically low-performing charter schools as determined by specified AYP results, including subgroups. The proposed regulations provide a process and set out the conditions for action by the SBE against any charter school in the state, when the SBE finds that the charter school has engaged in substantial and sustained departure from measurably successful practices that jeopardize the educational development of a school's students.

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47605.8.

47605.8. (a) A petition for the operation of a state charter school may be submitted directly to the state board, and the state board shall have the authority to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state. The State Board of Education shall adopt regulations, pursuant to the Administrative Procedure Act (Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code) for the implementation of this section. Regulations adopted pursuant to this section shall ensure that a charter school approved pursuant to this

⁶ E.C. 47604.32—47604.33.

⁷ E.C. 47612.5 and 47634.2(d).

⁸ E.C. 47605(b)(5)(I).

⁹ E.C. 47607.

¹⁰ E.C. 47604.5 and 47607.

section meets all requirements otherwise imposed on charter schools pursuant to this part, except that a state charter school approved pursuant to this section shall not be subject to the geographic and site limitations otherwise imposed on charter schools. The petitioner shall submit a copy of the petition, for notification purposes, to the county superintendent of schools of each county in which the petitioner proposes to operate the state charter school. The petitioner also shall ensure that the governing board of each school district in which a site is proposed to be located is notified no later than 120 days prior to the commencement of instruction at each site, as applicable.

(b) The state board shall not approve a petition for the operation of a state charter school pursuant to this section unless the state board makes a finding, based on substantial evidence, that the proposed state charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county. The finding of the state board in this regard shall be made part of the public record of the proceedings of the state board and shall precede the approval of the charter.

(c) The state board, as a condition of charter petition approval, may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on, the operations of the state charter school. The state board may prescribe the aspects of the operations of the state charter school to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the state charter school to the state board.

(d) The state board shall not be required to approve a petition for the operation of a state charter school, and may deny approval based on any of the reasons set forth in subdivision (b) of Section 47605.6.

E.C. 47604.32-47604.33.

47604.32. Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority:

- (a) Identify at least one staff member as a contact person for the charter school.
- (b) Visit each charter school at least annually.
- (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law.
- (d) Monitor the fiscal condition of each charter school under its authority.
- (e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
 - (1) A renewal of the charter is granted or denied.
 - (2) The charter is revoked.
 - (3) The charter school will cease operation for any reason.
- (f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

47604.33. (a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:

- (1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - (2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - (3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - (4) On or before September 15, a final unaudited report for the full prior year.
- (b) The chartering authority shall use any financial information it obtains from the charter school, including, but not limited to, the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

(c) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

E.C. 47607.

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education or the state board, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

(2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any provision of law.

(d) Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(e) Prior to revoking a charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

(f) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board may reverse the revocation decision if the county board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board does not issue a decision on the appeal within 90 days of receipt, or the county board upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (e) are supported by substantial evidence.

(g) (1) If a county office of education is the chartering authority and the county board revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence.

(h) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(i) During the pendency of an appeal filed under this section, a charter school, whose revocation proceedings are based on paragraph (1) or (2) of subdivision (c), shall continue to qualify as a charter school for funding and for all other purposes of this part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(j) Immediately following the decision of a county board to reverse a decision of a school district to revoke a charter, the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter shall be immediately reinstated or returned.

(k) A final decision of a revocation or appeal of a revocation pursuant to subdivision (c) shall be reported to the chartering authority, the county board, and the department.

E.C. 47605.

47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate

within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions are met:

(A) The petition has been signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition has been signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exist:

(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.

(B) The site is needed for temporary use during a construction or expansion project.

(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. The governing board of the school

district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not

deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

(D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the school.

(F) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission requirements, if applicable.

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled.

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

(O) A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(P) A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require any employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032 as it read prior to July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to

the applicable county superintendent of schools, the department, and the state board.

(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education.

The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b) and shall define "reasonably comprehensive" as used in paragraph (5) of subdivision (b) in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny a petition shall, thereafter, be subject to judicial review.

(5) The state board shall adopt regulations implementing this subdivision.

(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition to the department and the state board.

(k) (1) The state board may, by mutual agreement, designate its supervisory and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.

(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.

(3) A charter school that has been granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, prior to expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the school's petition for renewal, the school may petition the state board for renewal of its charter.

(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter

school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

E.C. 47605.8.

See above: State Laws and Regulations from the Appendix Narrative.

E.C. 47605(b)(5)(G).

See above: State Laws and Regulations from the Appendix Narrative E.C. 47605.

E.C. 47607(b)(4)(A).

See above: State Laws and Regulations from the Application Narrative.

E.C. 47604.32-47604.33.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47612.5.

47612.5. (a) Notwithstanding any other provision of law and as a condition of apportionment, a charter school shall do all of the following:

(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in kindergarten, 36,000 minutes.

(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.

(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

(2) Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.

(3) Certify that its pupils have participated in the state testing programs specified in Chapter 5 (commencing with Section 60600) of Part 33 in the same manner as other pupils attending public schools as a condition of apportionment of state funding.

(b) Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, a charter school that provides independent study shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted thereunder. The State Board of Education shall adopt regulations that apply this article to charter schools. To the extent that these regulations concern the qualifications of instructional personnel, the State Board of Education shall be guided by subdivision (l) of Section 47605.

(c) A reduction in apportionment made pursuant to subdivision (a) shall be proportional to the magnitude of the exception that causes the reduction. For purposes of paragraph (1) of subdivision (a), for each charter school that fails to offer pupils the minimum number of minutes of instruction specified in that paragraph, the Superintendent shall withhold from the charter school's apportionment for average daily attendance of the affected pupils, by grade level, the sum of that apportionment multiplied by the percentage of the minimum number of minutes of instruction at each grade level that the charter school failed to offer.

(d) (1) Notwithstanding any other provision of law and except as provided in paragraph (1) of subdivision (e), a charter school that has an approved charter may receive funding for nonclassroom-based instruction only if a determination for funding is made pursuant to Section 47634.2 by the State Board of Education. The determination for funding shall be subject to any conditions or limitations the State Board of Education may prescribe. The State Board of Education shall adopt regulations on or before February 1, 2002, that define and establish general rules governing nonclassroom-based instruction that apply to all charter schools and to the process for determining funding of nonclassroom-based instruction by charter schools offering nonclassroom-based instruction other than the nonclassroom-based instruction allowed by paragraph (1) of subdivision (e). Nonclassroom-based instruction includes, but is

not limited to, independent study, home study, work study, and distance and computer-based education. In prescribing any conditions or limitations relating to the qualifications of instructional personnel, the State Board of Education shall be guided by subdivision (l) of Section 47605.

(2) Except as provided in paragraph (2) of subdivision (b) of Section 47634.2, a charter school that receives a determination pursuant to subdivision (b) of Section 47634.2 is not required to reapply annually for a funding determination of its nonclassroom-based instruction program if an update of the information the State Board of Education reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board. A charter school that has achieved a rank of 6 or greater on the Academic Performance Index for the two years immediately prior to receiving a funding determination pursuant to subdivision (b) of Section 47634.2 shall receive a five-year determination and is not required to annually reapply for a funding determination of its nonclassroom-based instruction program if an update of the information the State Board of Education reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board. Notwithstanding any provision of law, the State Board of Education may require a charter school to provide updated information at any time it determines that a review of that information is necessary. The State Board of Education may terminate a determination for funding if updated or additional information requested by the board is not made available to the board by the charter school within a reasonable amount of time or if the information otherwise supports termination. A determination for funding pursuant to Section 47634.2 may not exceed five years.

(3) A charter school that offers nonclassroom-based instruction in excess of the amount authorized by paragraph (1) of subdivision (e) is subject to the determination for funding requirement of Section 47634.2 to receive funding each time its charter is renewed or materially revised pursuant to Section 47607. A charter school that materially revises its charter to offer nonclassroom-based instruction in excess of the amount authorized by paragraph (1) of subdivision (e) is subject to the determination for funding requirement of Section 47634.2.

(e) (1) Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605. For purposes of calculating average daily attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the schoolsite, and the charter school shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the schoolsite for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

(2) For the purposes of this part, "nonclassroom instruction" or "nonclassroom-based instruction" means instruction that does not meet the requirements specified in paragraph (1). The State Board of Education may adopt regulations pursuant to paragraph (1) of subdivision (d) specifying other conditions or limitations on what constitutes nonclassroom-based instruction, as it deems appropriate and consistent with this part.

(3) For purposes of this part, a schoolsite is a facility that is used principally for classroom instruction.

(4) Notwithstanding any other provision of law, neither the State Board of Education, nor the Superintendent may waive the requirements of paragraph (1) of subdivision (a).

E.C. 47634.2(d).

See below: State Laws and Regulations from the Appendix Narrative (F)(2)(iii).

E.C. 47605(b)(5)(I).

See above: State Laws and Regulations from the Appendix Narrative E.C. 47605

E.C. 47607.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47604.5.

47604.5. The State Board of Education, whether or not it is the authority that granted the charter, may, based upon the recommendation of the Superintendent of Public Instruction, take appropriate action, including, but not limited to, revocation of the school's charter, when the State Board of Education finds any of the following:

- (a) Gross financial mismanagement that jeopardizes the financial stability of the charter school.
- (b) Illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.
- (c) Substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the school's pupils.

Appendix F2iii.I

Evidence for (F)(2)(iii)

Evidence for (F)(2)(iii):

- A description of the State’s approach to charter school funding
 - State statutes, regulations, and other legal documents
-

Charter funding

California has established several funding mechanisms for the State’s charter schools to help ensure that charter schools receive equitable funding as compared to traditional public schools.¹ The State’s Education Code states that “It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population...”² To this end, the State approaches funding to charter schools through local, State, and Federal revenues as follows. Depending on the type of charter, the funding may flow in different ways. For example, a charter that is locally authorized and funded receives categorical program funds and federal funding through its school district, while a charter that is directly-funded through the State acts as an LEA for all State and federal funding purposes and receives those funds directly.

State Funding: There are several components of State funding for California’s charter schools, listed below. Charter schools are not prevented from negotiating with an LEA for an additional share of other revenues as well.³

- General Purpose Funding: Charters receive the statewide average funding received by traditional school districts.⁴
- Charter General-Purpose Entitlement: This is funding for charter schools based on the statewide average amount of general purpose funding received by traditional school districts of similar type and serving similar student populations. The general-purpose entitlement is paid as a combination of state and local funds and may be used for any public school purpose determined by the governing body of the charter school.⁵
- Charter Categorical Block Grants: Schools also receive a categorical block grant (consolidated from approximately 25 statewide categorical programs) that can be used for general purposes based on the school’s average daily attendance (ADA), with supplemental funding provided for educationally disadvantaged students including economically disadvantaged students and English learners.⁶ The charter school categorical block grant provides funds in lieu of the charter school’s requirement to apply for and comply with separate state categorical programs, providing the school greater flexibility regarding how these funds are spent. Funding for educationally disadvantaged students is based on the statewide average amount of funding received by school districts for the Economic Impact Aid program.⁷ A workgroup is convened every three years to review the appropriateness of the funding level provided by the Categorical Block Grant and is scheduled to meet again in 2010.⁸
- Additional Categorical Funds: Charter schools may also apply for additional categorical funds for programs not consolidated into the categorical block grant in the same manner as any other LEA

¹ E.C. 47630—47664.

² E.C. 47630.

³ E.C. 47636.

⁴ E.C. 47634.2(a).

⁵ E.C. 47632(a); EC 47633.

⁶ E.C. 47634.1(a)(2).

⁷ E.C. 54020 et seq.

⁸ E.C. 47634.1(e).

in the state to the extent the charter school meets eligibility requirements and complies with program provisions.⁹

- Lottery: A charter school is treated the same as a school district for the purpose of allocating lottery funds.¹⁰

Federal Funding: There are also several components of federal funding for charter schools.

- Federal Categorical Program Funds: Charter schools have access to the same array of federal program funds dedicated to providing additional resources to students most in need, including Title I, II, III, and IDEA funds. A direct-funded charter school is treated as a school district for the purpose of allocating funds. A locally funded charter school may access funds in cooperation with its chartering authority.¹¹
- Charter School Program (CSP Funds): California also takes advantage of the federal CSP funds to provide start-up funding for charter schools, including planning, program design, and initial implementation. Through this program, the State provides further monitoring of the implementation of charter schools to ensure the development of a high-quality design.

Local Funding: Charter schools are funded for in-lieu property taxes at the same rate as their sponsoring district.¹² The exception is for charter schools authorized by “basic aid” districts, i.e., districts in which local property taxes equal or exceed the district’s revenue limit. These districts keep all of their local property taxes and receive only the minimum constitutionally guaranteed state basic aid funding. A charter school authorized by a basic aid district receives the lesser of the district’s property tax rate or the charter block grant rate. Charter schools do have the opportunity to negotiate with the district for additional funds.¹³

This overview shows that the array of local, state, and federal funding that California’s charter schools receive is designed to be equitable to the funds received by traditional public schools. Analysis of revenues reported by LEAs for 2007–08 indicates that, for the most part, this aim is successful. Revenues from state sources for general purpose funding and categorical programs as reported for charter schools were at least 95 percent of comparable revenues as reported for traditional school districts (\$7,409 per ADA reported for charters compared to \$7,800 per ADA reported for traditional school districts). It is important to emphasize that the difference of 5 percent, while minimal, is in reality probably even less; for purposes of this analysis, where in-lieu tax revenues could not be attributed with certainty between charter schools and traditional districts, the revenues were attributed to districts. In short, while the State’s funding for charter schools is not precisely equal to traditional public school per-student funding allocations, the State is striving to ensure these funding amounts are comparable.

Finally, the recent budget crisis forced the State to change funding formulas for new charters and for those changing from a local to a direct (or direct to local) charter, limiting their access to certain State categorical funds. However, the State has already provided a mechanism for affected schools to apply for additional funds.¹⁴

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47630-47664.

47630. (a) It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population, except that a charter school may not be funded as a necessary small school or a necessary

⁹ E.C. 47634.4.

¹⁰ E.C. 47638.

¹¹ E.C. 47634.4.

¹² E.C. 47635.

¹³ E.C. 47636(a)(5).

¹⁴ E.C. 42606.

small high school, nor receive revenue limit funding that exceeds the statewide average for a school district of a similar type.

(b) The Legislature finds and declares that the funding method established by this chapter provides for simple and, at the option of the charter school, local or direct allocation of funds to charter schools in a manner that is consistent with state and federal law.

47630.5. (a) This chapter applies to the calculation of operational funding for charter schools. Except as otherwise provided in this chapter, this chapter shall apply to all charter schools without regard to their sponsoring local education agency.

(b) For the 1999-2000, 2000-01, and 2001-02 fiscal years in the case of a charter school that was assigned a number by the State Board of Education prior to June 1, 1999, the use of the charter school funding method established by this chapter shall be at the discretion of that charter school. A charter school that elects to have its funding determined pursuant to the method established by this chapter shall notify the State Department of Education by June 1 prior to the affected fiscal year. An election to be funded pursuant to the method established by this chapter is irrevocable.

(c) Additional legal or fiscal responsibilities on the part of a county superintendent of schools are not imposed by this chapter, except as specifically provided in this chapter.

47631. (a) Article 2 (commencing with Section 47633) and Article 3 (commencing with Section 47636) may not apply to a charter granted pursuant to Section 47605.5.

(b) Notwithstanding subdivision (a), a pupil attending a county-sponsored charter school who is eligible to attend that school solely as a result of parental request pursuant to subdivision (b) of Section 1981 shall be funded pursuant to this chapter.

47632. For purposes of this chapter, the following terms shall be defined as follows:

(a) "General-purpose entitlement" means an amount computed by the formula set forth in Section 47633 beginning in the 1999-2000 fiscal year, which is based on the statewide average amounts of general-purpose funding from those state and local sources identified in Section 47633 received by school districts of similar type and serving similar pupil populations.

(b) "Categorical block grant" means an amount computed by the formula set forth in Section 47634 beginning in the 1999-2000 fiscal year, which is based on the statewide average amounts of categorical aid from those sources identified in Section 47634 received by school districts of similar type and serving similar pupil populations.

(c) "General-purpose funding" means those funds that consist of state aid, local property taxes, and other revenues applied toward a school district's revenue limit, pursuant to Section 42238.

(d) "Categorical aid" means aid that consists of state or federally funded programs, or both, which are apportioned for specific purposes set forth in statute or regulation.

(e) "Economic impact aid-eligible pupils" means those pupils that are included in the economic impact aid-eligible pupil count pursuant to Section 54023. For purposes of applying Section 54023 to charter schools, "economically disadvantaged pupils" means the pupils described in paragraph (2) of subdivision (a) of Section 54026.

(f) "Educationally disadvantaged pupils" means those pupils who are eligible for subsidized meals pursuant to Section 49552 or are identified as English learners pursuant to subdivision (a) of Section 306, or both.

(g) "Operational funding" means all funding except funding for capital outlay.

(h) "School district of a similar type" means a school district that is serving similar grade levels.

(i) "Similar pupil population" means similar numbers of pupils by grade level, with a similar proportion of educationally disadvantaged pupils.

(j) "Sponsoring local educational agency" means the following:

(1) If a charter school is granted by a school district, the sponsoring local educational agency is the school district.

(2) If a charter is granted by a county office of education after having been previously denied by a school district, the sponsoring local educational agency means the school district that initially denied the charter petition.

(3) If a charter is granted by the state board after having been previously denied by a local educational agency, the sponsoring local educational agency means the local educational agency designated by the state board pursuant to paragraph (1) of subdivision (k) of Section 47605 or if a local educational agency is not designated, the local educational agency that initially denied the charter petition.

(4) For pupils attending county-sponsored charter schools who are eligible to attend those schools solely as a result of parental request pursuant to subdivision (b) of Section 1981, the sponsoring local educational agency means the pupils' school district of residence.

(5) For pupils attending countywide charter schools pursuant to Section 47605.6 who reside in a basic aid school district, the sponsoring local educational agency means the school district of residence of the pupil. For purposes of this paragraph, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238.

47632.5. A charter school that is established through the conversion of an existing public school where the charter is granted by a district other than the district in which the school is located may not generate or receive revenue limit funding in excess of the revenue limit of the school district in which the school was located prior to the conversion to charter status. This limitation shall apply whether the charter converts to charter status a single existing public school or multiple existing public schools.

47633. The Superintendent of Public Instruction shall annually compute a general-purpose entitlement, funded from a combination of state aid and local funds, for each charter school as follows:

(a) The superintendent shall annually compute the statewide average amount of general-purpose funding per unit of average daily attendance received by school districts for each of four grade level ranges: kindergarten and grades 1, 2, and 3; grades 4, 5, and 6; grades 7 and 8; and, grades 9 to 12, inclusive. For purposes of making these computations, both of the following conditions shall apply:

(1) Revenue limit funding attributable to pupils in kindergarten and grades 1 to 5, inclusive, shall equal the statewide average revenue limit funding per unit of average daily attendance received by elementary school districts; revenue limit funding attributable to pupils in grades 6, 7, and 8, shall equal the statewide average revenue limit funding per unit of average daily attendance received by unified school districts; and revenue limit funding attributable to pupils in grades 9 to 12, inclusive, shall equal the statewide average revenue limit funding per unit of average daily attendance received by high school districts.

(2) Revenue limit funding received by school districts shall exclude the value of any benefit attributable to the presence of necessary small schools or necessary small high schools within the school district.

(b) The superintendent shall multiply each of the four amounts computed in subdivision (a) by the charter school's average daily attendance in the corresponding grade level ranges. The resulting figure shall be the amount of the charter school's general-purpose entitlement, which shall be funded through a combination of state aid and local funds. From funds appropriated for this purpose pursuant to Section 14002, the superintendent shall apportion to each charter school this amount, less local funds allocated to the charter school pursuant to Section 47635.

(c) General-purpose entitlement funding may be used for any public school purpose determined by the governing body of the charter school.

47634.1. (a) Notwithstanding subdivision (a) of Section 47634, a categorical block grant for charter schools for the 2005-06 fiscal year shall be calculated as follows:

(1) The Superintendent shall divide the total amount of funding appropriated for the purpose of this block grant in the annual Budget Act or another statute, less the total amount calculated in paragraph (2), by the statewide total of charter school average daily attendance, as determined at the second principal apportionment for the 2005-06 fiscal year.

(2) The statewide average amount, as computed by the Superintendent, of funding per identified educationally disadvantaged pupil received by school districts in the current fiscal year pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29. This amount shall be multiplied by the number of educationally disadvantaged pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022. For purposes of this subdivision, a pupil who is eligible for subsidized meals pursuant to Section 49552 and is identified as an English learner pursuant to subdivision (a) of Section 306 shall count as two pupils.

(3) For each charter school, the Superintendent shall multiply the amount calculated in paragraph (1) by the school's average daily attendance as determined at the second principal apportionment for the 2005-06 fiscal year.

(4) The Superintendent shall add the amounts computed in paragraphs (2) and (3). The resulting amount shall be the charter school categorical block grant that the Superintendent shall apportion to each charter school from funds appropriated for this purpose in the annual Budget Act or another statute. The Superintendent shall allocate an advance payment of this grant as early as possible, but no later than October 31, 2005, based on prior year average daily attendance as determined at the second principal apportionment or, for a charter school in its first year of operation that commences instruction on or before September 30, 2005, on estimates of average daily attendance for the current fiscal year determined pursuant to Section 47652.

(b) (1) For the 2006-07 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be four hundred dollars (\$400) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2006-07 fiscal year. This amount shall be supplemented by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current fiscal year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(c) (1) For the 2007-08 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be five hundred dollars (\$500) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2007-08 fiscal year. For each fiscal year thereafter, this per unit amount shall be adjusted for the cost-of-living adjustment, as determined pursuant to Section 42238.1, for that fiscal year. This amount shall be supplemented in the 2007-08 fiscal year and each fiscal year thereafter by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(d) It is the intent of the Legislature to fully fund the categorical block grant for charter schools as specified in this section and to appropriate additional funding that may be needed in order to compensate for unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, in charter schools. In any fiscal year in which the department identifies a deficiency in the categorical block grant, the department shall identify the available balance for programs that count towards meeting the requirements of Section 8 of Article XVI of the California Constitution and have unobligated funds for the year.

(e) For the purposes of this section, a funding deficiency shall be strictly limited to unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils. In no event shall

additional funding be provided to restore reductions made to categorical programs pursuant to Control Section 12.42 of an annual Budget Act.

(f) On or before July 1, the department shall provide the Department of Finance with a list of those programs and their available balances, and the amount of the deficiency, if any, in the categorical block grant. Within 45 days of the receipt of a notification of deficiency, the Director of Finance shall verify the amount of the deficiency in the categorical block grant and direct the Controller to transfer an amount, equal to the lesser of the amount available or the amount needed to fully fund the categorical block grant, from those programs to the categorical block grant. The Department of Finance shall notify the Joint Legislative Budget Committee within 30 days of any transfer made pursuant to this section.

(g) Commencing October 1, 2007, the Legislative Analyst's Office shall triennially convene a work group to review, commencing with appropriations proposed for the 2008-09 fiscal year, the appropriateness of the funding level provided by the categorical block grant established in this section.

(h) Categorical block grant funding may be used for any purpose determined by the governing body of the charter school. (i) This section shall become inoperative on July 1, 2013, and, as of January 1, 2014, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2014, deletes or extends the dates on which it becomes inoperative and is repealed.

47634.1. (a) Notwithstanding subdivision (a) of Section 47634, a categorical block grant for charter schools for the 2005-06 fiscal year shall be calculated as follows:

(1) The Superintendent shall divide the total amount of funding appropriated for the purpose of this block grant in the annual Budget Act or another statute, less the total amount calculated in paragraph (2), by the statewide total of charter school average daily attendance, as determined at the second principal apportionment for the 2005-06 fiscal year.

(2) The statewide average amount, as computed by the Superintendent, of funding per identified educationally disadvantaged pupil received by school districts in the current fiscal year pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29. This amount shall be multiplied by the number of educationally disadvantaged pupils enrolled in the charter school. The resulting amount, if greater than zero, shall not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022. For purposes of this subdivision, a pupil who is eligible for subsidized meals pursuant to Section 49552 and is identified as an English learner pursuant to subdivision (a) of Section 306 shall count as two pupils.

(3) For each charter school, the Superintendent shall multiply the amount calculated in paragraph (1) by the school's average daily attendance as determined at the second principal apportionment for the 2005-06 fiscal year.

(4) The Superintendent shall add the amounts computed in paragraphs (2) and (3). The resulting amount shall be the charter school categorical block grant that the Superintendent shall apportion to each charter school from funds appropriated for this purpose in the annual Budget Act or another statute. The Superintendent shall allocate an advance payment of this grant as early as possible, but no later than October 31, 2005, based on prior year average daily attendance as determined at the second principal apportionment or, for a charter school in its first year of operation that commences instruction on or before September 30, 2005, on estimates of average daily attendance for the current fiscal year determined pursuant to Section 47652.

(b) (1) For the 2006-07 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be four hundred dollars (\$400) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2006-07 fiscal year. This amount shall be supplemented by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current fiscal year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, shall

not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(c) (1) For the 2007-08 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be five hundred dollars (\$500) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2007-08 fiscal year. For each fiscal year thereafter, this per unit amount shall be adjusted for the cost-of-living adjustment, as determined pursuant to Section 42238.1, for that fiscal year. This amount shall be supplemented in the 2007-08 fiscal year and each fiscal year thereafter by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, shall not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(d) It is the intent of the Legislature to fully fund the categorical block grant for charter schools as specified in this section and to appropriate additional funding that may be needed in order to compensate for unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, in charter schools. In any fiscal year in which the department identifies a deficiency in the categorical block grant, the department shall identify the available balance for programs that count towards meeting the requirements of Section 8 of Article XVI of the California Constitution and have unobligated funds for the year. On or before July 1, the department shall provide the Department of Finance with a list of those programs and their available balances, and the amount of the deficiency, if any, in the categorical block grant. Within 45 days of the receipt of a notification of deficiency, the Director of Finance shall verify the amount of the deficiency in the categorical block grant and direct the Controller to transfer an amount, equal to the lesser of the amount available or the amount needed to fully fund the categorical block grant, from those programs to the categorical block grant. The Department of Finance shall notify the Joint Legislative Budget Committee within 30 days of any transfer made pursuant to this section.

(e) Commencing October 1, 2007, the Legislative Analyst's Office shall triennially convene a work group to review, commencing with appropriations proposed for the 2008-09 fiscal year, the appropriateness of the funding level provided by the categorical block grant established in this section.

(f) Categorical block grant funding may be used for any purpose determined by the governing body of the charter school.

(g) This section shall become operative on July 1, 2013.

47634.2. (a) (1) Notwithstanding any other provision of law, the amount of funding to be allocated to a charter school on the basis of average daily attendance that is generated by pupils engaged in nonclassroom-based instruction, as defined by paragraph (2) of subdivision (d) of Section 47612.5, including funding provided on the basis of average daily attendance pursuant to Sections 47613.1, 47633, 47634, and 47664, shall be adjusted by the State Board of Education. The State Board of Education shall adopt regulations setting forth criteria for the determination of funding for nonclassroom-based instruction, at a minimum the regulation shall specify that the nonclassroom-based instruction is conducted for the instructional benefit of the pupil and substantially dedicated to that function. In developing these criteria and determining the amount of funding to be allocated to a charter school pursuant to this section, the State Board of Education shall consider, among other factors it deems appropriate, the amount of the charter school's total budget expended on certificated employee salaries and benefits and on schoolsites, as defined in paragraph (3) of subdivision (d) of Section 47612.5, and the teacher-to-pupil ratio in the school.

(2) For the 2001-02 fiscal year only, the amount of funding determined by the State Board of Education pursuant to this section shall not be less than 90 percent of the unadjusted amount to which a charter school would otherwise be entitled on the basis of average daily attendance.

(3) For the 2002-03 fiscal year, the amount of funding determined by the State Board of Education pursuant to this section shall not be more than 80 percent of the unadjusted amount to which a charter school would otherwise be entitled, unless the State Board of Education determines that a greater or lesser amount is appropriate based on the criteria specified in paragraph (1) of subdivision (a).

(4) For the 2003-04 fiscal year and each fiscal year thereafter, the amount of funding determined by the State Board of Education pursuant to this section shall not be more than 70 percent of the unadjusted amount to which a charter school would otherwise be entitled, unless the State Board of Education determines that a greater or lesser amount is appropriate based on the criteria specified in paragraph (1) of subdivision (a).

(5) This section does not authorize the board to adjust the amount of funding a charter school receives on the basis of average daily attendance generated through classroom-based instruction, as defined for purposes of calculating average daily attendance for classroom-based instruction apportionments by paragraph (1) of subdivision (d) of Section 47612.5.

(b) (1) The State Board of Education shall appoint an advisory committee to recommend criteria to the board in accordance with this section if it has not done so by the effective date of the act adding this section. The advisory committee shall include, but is not limited to, representatives from school district superintendents, charter schools, teachers, parents, members of the governing boards of school districts, county superintendents of schools, and the Superintendent of Public Instruction.

(2) If a charter school submits a substantially complete request for a determination for funding by February 13, 2002, and the State Board of Education does not act on that request by March 19, 2002, full funding is automatically granted for the 2001-02 fiscal year, but the charter school shall reapply for a determination for funding for the 2002-03 fiscal year.

(3) The determination for funding shall be on a percentage basis and the superintendent shall implement the determination for funding by reducing the charter school's reported average daily attendance by the determination for funding percentage specified by the State Board of Education.

(4) If the State Board of Education denies request for a determination for funding or provides a reduction as authorized by subdivision (a), the board shall, in writing, give the reasons for its denial or reduction and, if appropriate, may describe how any deficiencies or problems may be addressed.

(c) Each charter school offering nonclassroom-based instruction shall, in each report provided to the Superintendent of Public Instruction for apportionment purposes, identify the portion of its average daily attendance that is generated through nonclassroom-based instruction as defined in paragraph (2) of subdivision (d) of Section 47612.5.

(d) Notwithstanding any other provision of law, charter schools shall be subject, with regard to subdivisions (c) and (d) of Section 47612.5 and this section, to audits conducted pursuant to Section 41020.

47634.3. For purposes of Section 47633, the Superintendent shall compute average daily attendance in each of grades 1 through 12, respectively, as follows:

(a) Distribute statewide total ungraded enrollment and average daily attendance among kindergarten and each of grades 1 through 12, inclusive, in proportion to the amounts of graded enrollment and average daily attendance, respectively, in each of these grades.

(b) Multiply enrollment in each of grades 1 through 12, respectively, by the ratio of average daily attendance to enrollment in the applicable grade range: 1 through 3, inclusive; 4 through 6, inclusive; 7 and 8; and 9 through 12, inclusive.

47634.4. (a) A charter school that elects to receive its funding directly, pursuant to Section 47651, may apply individually for federal and state categorical programs, not excluded in this section, but only to the extent it is eligible for funding and meets the provisions of the program. For purposes of determining eligibility for, and allocation of, state or federal categorical aid, a charter school that applies individually shall be deemed to be a school district, except as otherwise provided in this chapter.

(b) A charter school that does not elect to receive its funding directly, pursuant to Section 47651, may, in cooperation with its chartering authority, apply for federal and state categorical programs not specified in this section, but only to the extent it is eligible for funding and meets the provisions of the program.

(c) Notwithstanding any other provision of law, for the 2006-07 fiscal year and each fiscal year thereafter, a charter school may not apply directly for categorical programs for which services are exclusively or almost exclusively provided by a county office of education.

(d) Consistent with subdivision (c), a charter school may not receive direct funding for any of the following county-administered categorical programs:

(1) American Indian Education Centers.

(2) The California Association of Student Councils.

(3) California Technology Assistance Project established pursuant to Article 15 (commencing with Section 51870) of Chapter 5 of Part 28.

(4) The Center for Civic Education.

(5) County Office Fiscal Crisis and Management Assistance Team.

(6) The K-12 High Speed Network.

(e) A charter school may apply separately for district-level or school-level grants associated with any of the categorical programs specified in subdivision (d).

(f) Notwithstanding any other provision of law, for the 2006-07 fiscal year and each fiscal year thereafter, in addition to the programs listed in subdivision (d), a charter school may not apply for any of the following categorical programs:

(1) Agricultural Career Technical Education Incentive Program, as set forth in Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28.

(2) Bilingual Teacher Training Assistance Program, as set forth in Article 4 (commencing with Section 52180) of Chapter 7 of Part 28.

(3) California Peer Assistance and Review Program for Teachers, as set forth in Article 4.5 (commencing with Section 44500) of Chapter 3 of Part 25.

(4) College preparation programs, as set forth in Chapter 12 (commencing with Section 11020) of Part 7, Chapter 8.3 (commencing with Section 52240) of Part 28, and Chapter 8 (commencing with Section 60830) of Part 33.

(5) English Language Acquisition Program, as set forth in Chapter 4 (commencing with Section 400) of Part 1.

(6) Foster youth programs pursuant to Chapter 11.3 (commencing with Section 42920) of Part 24.

(7) Gifted and talented pupil programs pursuant to Chapter 8 (commencing with Section 52200) of Part 28.

(8) Home-to-school transportation programs, as set forth in Article 2 (commencing with Section 39820) of Chapter 1 of Part 23.5 and Article 10 (commencing with Section 41850) of Chapter 5 of Part 24.

(9) International Baccalaureate Diploma Program, as set forth in Chapter 12.5 (commencing with Section 52920) of Part 28.

(10) Mathematics and Reading Professional Development Program, as set forth in Article 3 (commencing with Section 99230) of Chapter 5 of Part 65.

(11) Principal Training Program, as set forth in Article 4.6 (commencing with Section 44510) of Chapter 3 of Part 25.

(12) Professional Development Block Grant, as set forth in Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(13) Program to Reduce Class Size in Two Courses in Grade 9 (formerly The Morgan-Hart Class Size Reduction Act of 1989), as set forth in Chapter 6.8 (commencing with Section 52080) of Part 28.

(14) Pupil Retention Block Grant, as set forth in Article 2 (commencing with Section 41505) of Chapter 3.2 of Part 24.

(15) Reader services for blind teachers, as set forth in Article 8.5 (commencing with Section 45370) of Chapter 5 of Part 25.

(16) School and Library Improvement Block Grant, as set forth in Article 7 (commencing with Section 41570) of Chapter 3.2 of Part 24.

(17) School Safety Consolidated Competitive Grant, as set forth in Article 3 (commencing with Section 41510) of Chapter 3.2 of Part 24.

(18) School safety programs, as set forth in Article 3.6 (commencing with Section 32228) and Article 3.8 (commencing with Section 32239.5) of Chapter 2 of Part 19.

(19) Specialized secondary schools pursuant to Chapter 6 (commencing with Section 58800) of Part 31.

(20) State Instructional Materials Fund, as set forth in Article 3 (commencing with Section 60240) of Chapter 2 of Part 33.

(21) Targeted Instructional Improvement Block Grant, as set forth in Article 6 (commencing with Section 41540) of Chapter 3.2 of Part 24.

(22) Teacher dismissal apportionment, as set forth in Section 44944.

(23) The deferred maintenance program, as set forth in Article 1 (commencing with Section 17565) of Chapter 5 of Part 10.5.

(24) The General Fund contribution to the State Instructional Materials Fund pursuant to Article 3 (commencing with Section 60240)

of Chapter 2 of Part 33. (25) Year-Round School Grant Program, as set forth in Article 3 (commencing with Section 42260) of Chapter 7 of Part 24.

47635. (a) A sponsoring local educational agency shall annually transfer to each of its charter schools funding in lieu of property taxes equal to the lesser of the following two amounts:

(1) The average amount of property taxes per unit of average daily attendance, including average daily attendance attributable to charter schools, received by the local educational agency, multiplied by the charter school's average daily attendance.

(2) The statewide average general-purpose funding per unit of average daily attendance received by school districts, as determined by the State Department of Education, multiplied by the charter school's average daily attendance in each of the four corresponding grade level ranges: kindergarten and grades 1, 2, and 3; grades 4, 5, and 6; grades 7 and 8; and grades 9 to 12, inclusive.

(b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.

(1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent of Public Instruction for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:

(A) Six percent in August.

(B) Twelve percent in September.

(C) Eight percent each month in October, November, December, January, and February.

(2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent of Public Instruction for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent of Public Instruction for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter

schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in February, in conjunction with the final reconciliation of annual apportionments to schools.

(5) Subdivision (a) and paragraphs (1) to (4), inclusive, of subdivision (b) do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a nonbasic aid school district. With regard to these pupils, the sponsoring basic aid district shall transfer to the charter school an amount of funds equivalent to the revenue limit earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent of Public Instruction may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid district is less than the revenue limit earned by the charter school, in which event the Superintendent of Public Instruction shall apportion the difference to the charter school from state funds.

47636. (a) This chapter does not prevent a charter school from negotiating with a local educational agency for a share of operational funding from sources not otherwise set forth in this chapter including, but not limited to, all of the following:

(1) Forest reserve revenues and other operational revenues received due to harvesting or extraction of minerals or other natural resources.

(2) Sales and use taxes, to the extent that the associated revenues are available for noncapital expenses of public schools.

(3) Parcel taxes, to the extent that the associated revenues are available for noncapital expenses of public schools.

(4) Ad valorem property taxes received by a school district which exceed its revenue limit entitlement.

(5) "Basic aid" received by a school district pursuant to Section 6 of Article IX of the California Constitution.

(b) This section shall become operative July 1, 2006.

47638. For purposes of determining eligibility for, and allocations of, lottery funds, a charter school shall be deemed to be a school district. The State Department of Education shall determine each charter school's appropriate share of statewide total average daily attendance and include this information in its transmittals to the Controller for use in computing allocations of lottery funds.

47640. For the purposes of this article, "local educational agency" means a school district as defined in Section 41302.5 or a charter school that is deemed a local educational agency pursuant to Section

47641. As used in this article, "local educational agency" also means a charter school that is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations as they relate to local educational agencies.

47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education

pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.

(b) A charter school that was granted a charter by a local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter.

(c) A charter school that has been granted a charter by the State Board of Education, and for which the board has delegated its supervisory and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, and does not comply with subdivision (a), shall be deemed a public school of the local educational agency to which the board has delegated its supervisory and oversight responsibilities.

(d) A charter school that has been granted a charter by the State Board of Education, and for which the board has not delegated its supervisory and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, may not be deemed a local educational agency unless the charter school complies with subdivision (a).

47642. Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.

47643. If the approval of a petition for a charter school requires a change to the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, the change shall be adopted pursuant to the policymaking process of the special education local plan area.

47644. For each charter school deemed a local educational agency for the purposes of special education, an amount equal to the amount computed pursuant to Section 56836.08 for the special education local plan area in which the charter school is included shall be apportioned by the Superintendent of Public Instruction pursuant to the local allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both. If the charter school is a participant in a local plan that only includes other charter schools pursuant to subdivision (f) of Section 56195.1, the amount computed pursuant to Section 56836.11, as adjusted pursuant to the incidence multiplier set forth in Section 56836.155, shall be apportioned by the superintendent for each unit of average daily attendance reported pursuant to subdivision (a) of Section 56836.06.

47645. An agency reviewing a request by a charter school to participate as a local educational agency in a special education local plan area may not treat the charter school differently from the manner in which it treats a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, a local or state agency shall ensure all of the following:

(a) The special education local plan area complies with Section 56140.

(b) The charter school participates in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

(c) The charter school participates in governance of the special education local plan area and benefits from services provided throughout the special education local plan area, in the same manner as other local educational agencies of the special education local plan area.

47646. (a) A charter school that is deemed to be a public school of the local educational agency that granted the charter for purposes of special education shall participate in state and federal funding for special education in the same manner as any other public school of that local educational agency. A child with disabilities attending the charter school shall receive special education instruction or designated

instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that local educational agency. The agency that granted the charter shall ensure that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and is in compliance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations.

(b) In administering the local operation of special education pursuant to the local plan established pursuant to Chapter 3 (commencing with Section 56205) of Part 30, in which the local educational agency that granted the charter participates, the local educational agency that granted the charter shall ensure that each charter school that is deemed a public school for purposes of special education receives an equitable share of special education funding and services consisting of either, or both, of the following:

(1) State and federal funding provided to support special education instruction or designated instruction and services, or both, provided or procured by the charter school that serves pupils enrolled in and attending the charter school. Notwithstanding any other provision of this chapter, a charter school may report average daily attendance to accommodate eligible pupils who require extended year services as part of an individualized education program.

(2) Any necessary special education services, including administrative and support services and itinerant services, that are provided by the local educational agency on behalf of pupils with disabilities enrolled in the charter school.

(c) In administering the local operation of special education pursuant to the local plan established pursuant to Chapter 3 (commencing with Section 56205) of Part 30, in which the local educational agency that granted the charter participates, the local educational agency that granted the charter shall ensure that each charter school that is deemed a public school for purposes of special education also contributes an equitable share of its charter school block grant funding to support districtwide special education instruction and services, including, but not limited to, special education instruction and services for pupils with disabilities enrolled in the charter school.

47647. A local educational agency reviewing a petition for the establishment or renewal of a charter school may not refuse to grant the petition solely because the charter might enroll pupils with disabilities who reside in a special education local plan area other than the special education local plan area that includes the local educational agency reviewing the petition.

47650. A charter school shall be deemed to be a school district for purposes of determining the manner in which warrants are drawn on the State School Fund pursuant to Section 14041. For purposes of Section 14041, a charter school's "total amount certified" means the state aid portion of the charter school's total general-purpose entitlement and categorical block grant computed pursuant to Sections 47633 and 47634.

47651. (a) A charter school may receive the state aid portion of the charter school's total general-purpose entitlement and categorical block grant directly or through the local educational agency that either grants its charter or was designated by the State Board of Education.

(1) In the case of a charter school that elects to receive its funding directly, the warrant shall be drawn in favor of the superintendent of schools of the county in which the local educational agency that approved the charter or was designated by the State Board of Education as the oversight agency pursuant to paragraph (1) of subdivision (k) of Section 47605 is located, for deposit to the appropriate funds or accounts of the charter school in the county treasury. The county superintendent of schools is authorized to establish appropriate funds or accounts in the county treasury for each charter school.

(2) In the case of a charter school that does not elect to receive its funding directly pursuant to Section 47651, the warrant shall be drawn in favor of the superintendent of schools of the county in which the local educational agency that granted the charter is located or was designated the oversight agency by the

board pursuant to paragraph (1) of subdivision (k) of Section 47605, for deposit to the appropriate funds or accounts of the local educational agency.

(3) In the case of a charter school, the charter of which was granted by the State Board of Education, but for which the board has not delegated oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, the warrant shall be drawn in favor of the superintendent of schools in the county where the local educational agency is located that initially denied the charter that was later approved by the board. The county superintendent of schools is authorized to establish appropriate funds or accounts in the county treasury for each charter school.

(b) On or before June 1 of each year, a charter school electing to receive its funding directly shall so notify the county superintendent of schools of the county in which the local educational agency that granted the charter is located or, in the case of charters for which the State Board of Education has designated an oversight agency pursuant to paragraph (1) of subdivision (k) of Section 47605, the county superintendent of schools of the county in which the designated oversight agency is located. An election to receive funding directly shall apply to all funding that the charter school is eligible to receive including, but not limited to, the charter general-purpose entitlements and the categorical block grant computed pursuant to Sections 47633 and 47634, other state and federal categorical aid, and lottery funds.

47652. (a) Notwithstanding Section 41330, a charter school in its first year of operation shall be eligible to receive funding for the advance apportionment based on an estimate of average daily attendance for the current fiscal year, as approved by the local educational agency that granted its charter and the county office of education in which the charter-granting agency is located. For charter schools approved by the state board, estimated average daily attendance shall be submitted directly to, and approved by, the department. Not later than five business days following the end of the first 20 schooldays, a charter school receiving funding pursuant to this section shall report to the department its actual average daily attendance for that first month, and the Superintendent shall adjust immediately, but not later than 45 days, the amount of its advance apportionment accordingly.

(b) In addition to funding received pursuant to Section 41330, a charter school in its second or later year of operation also shall be eligible to receive an advance apportionment pursuant to the process and conditions described in subdivision (a) in any year in which the charter school is adding at least one grade level. The average daily attendance funded for a new grade level shall not exceed the portion of the certified average daily attendance at the second principal apportionment for the prior year that was attributable to pupils in the highest grade served by the charter school.

(c) A charter school in its first year of operation may only commence instruction within the first three months of the fiscal year beginning July 1 of that year. A charter school shall not be eligible for an apportionment pursuant to subdivision (a), or any other apportionment for a fiscal year in which instruction commenced after September 30 of that fiscal year.

47660. (a) For purposes of computing eligibility for, and entitlements to, general purpose funding and operational funding for categorical programs, the enrollment and average daily attendance of a sponsoring local educational agency shall exclude the enrollment and attendance of pupils in its charter schools funded pursuant to this chapter.

(b) (1) Notwithstanding subdivision (a), and commencing with the 2005-06 fiscal year, for purposes of computing eligibility for, and entitlements to, revenue limit funding, the average daily attendance of a unified school district, other than a unified school district that has converted all of its schools to charter status pursuant to Section 47606, shall include all attendance of pupils who reside in the unified school district and who would otherwise have been eligible to attend a noncharter school of the school district, if the school district was a basic aid school district in the prior fiscal year, or if the pupils reside in the unified school district and attended a charter school of that school district that converted to charter status on or after July 1, 2005. Only the attendance of the pupils described by this paragraph shall be included in the calculation made pursuant to paragraph (7) of subdivision (h) of Section 42238.

(2) Notwithstanding subdivision (a), for the 2005-06 fiscal year only, for purposes of computing eligibility for, and entitlements to, revenue limit funding, the average daily attendance of a unified school district, other than a unified school district that has converted all of its schools to charter status pursuant to Section 47606 and is operating them as charter schools, shall include all attendance of pupils who reside in the unified school district and who would otherwise have been eligible to attend a noncharter school of the unified school district if the pupils attended a charter school operating in the unified school district prior to July 1, 2005. Only the attendance of pupils described by this paragraph shall be included in the calculation made pursuant to Section 42241.3. The attendance of the pupils described by this paragraph shall be included in the calculation made pursuant to paragraph (7) of subdivision (h) of Section 42238.

(c) (1) For the attendance of pupils specified in subdivision (b), the general-purpose entitlement for a charter school that is established through the conversion of an existing public school within a unified school district on or after July 1, 2005, but before January 1, 2010, shall be determined using the following amount of general-purpose funding per unit of average daily attendance, in lieu of the amount calculated pursuant to subdivision (a) of Section 47633:

(A) The amount of the actual unrestricted revenues expended per unit of average daily attendance for that school in the year prior to its conversion to, and operation as, a charter school, adjusted for the base revenue limit per pupil inflation increase adjustment set forth in Section 42238.1, if this adjustment is provided, and also adjusted for equalization, deficit reduction, and other state general-purpose increases, if any, provided for the unified school district in the year of conversion to, and operation as a charter school.

(B) For a subsequent fiscal year, the general-purpose entitlement shall be determined based on the amount per unit of average daily attendance allocated in the prior fiscal year adjusted for the base revenue limit per pupil inflation increase adjustment set forth in Section 42238.1, if this adjustment is provided, and also adjusted for equalization, deficit reduction, and other state general-purpose increases, if any, provided for the unified school district in that fiscal year.

(2) This subdivision shall not apply to a charter school that is established through the conversion of an existing public school within a unified school district on or after January 1, 2010, which instead shall receive general-purpose funding pursuant to Section 47633. This paragraph does not preclude a charter school or unified school district from agreeing to an alternative funding formula.

(d) Commencing with the 2005-06 fiscal year, the general-purpose funding per unit of average daily attendance specified for a unified school district for purposes of paragraph (7) of subdivision (h) of Section 42238 for a school within the unified school district that converted to charter status on or after July 1, 2005, shall be deemed to be the amount computed pursuant to subdivision (c).

(e) A unified school district that is the sponsoring local educational agency as defined in subdivision (j) of Section 47632 of a charter school that is subject to paragraphs (1) and (2) of subdivision (c) shall certify to the Superintendent the amount specified in paragraph (1) of subdivision (c) prior to the approval of the charter petition by the governing board of the school district. This amount may be based on estimates of the unrestricted revenues expended in the fiscal year prior to the school's conversion to charter status and the school's operation as a charter school, provided that the amount is recertified when the actual data becomes available.

(f) For the purposes of this section, "basic aid school district" means a school district that does not receive from the state an apportionment of state funds pursuant to subdivision (h) of Section 42238.

(g) A school district may use the existing Standardized Account Code Structure and cost allocation methods, if appropriate, for an accounting of the actual unrestricted revenues expended in support of a school pursuant to subdivision (c).

(h) For purposes of this section and Section 42241.3, "operating" means that pupils are attending and receiving instruction at the charter school.

47662. For purposes of Section 42238, the property tax revenues received by a sponsoring local educational agency pursuant to Chapter 3.5 (commencing with Section 75) and Chapter 6 (commencing

with Section 95) of Part 0.5 of the Revenue and Taxation Code shall be reduced by the amount of funding in lieu of property taxes allocated to a charter school or schools pursuant to Section 47635.

47663. (a) For a pupil of a charter school sponsored by a basic aid school district who resides in, and is otherwise eligible to attend, a school district other than a basic aid school district, the Superintendent of Public Instruction shall apportion to the sponsoring school district an amount equal to 70 percent of the revenue limit per unit of average daily attendance that would have been apportioned to the school district that the pupil resides in and would otherwise have been eligible to attend.

(b) A district that loses basic aid status as a result of transferring property taxes to a charter school or schools pursuant to Section 47635 shall be eligible to receive a pro rata share of funding provided by subdivision (a), with the proration factor calculated as the ratio of the following:

(1) The amount of property taxes that the district receives in excess of its total revenue limit guarantee, prior to any transfers made pursuant to Section 47635.

(2) The total amount of property taxes transferred pursuant to Section 47635 to the charter school or schools that it sponsors.

(c) The Superintendent of Public Instruction may not apportion funds for the attendance of a pupil in a charter school of a nonbasic aid school district who resides in, and is otherwise eligible to attend school in, a basic aid school district unless the pupil is subject to the exception set forth in paragraph (5) of subdivision (b) of Section 47635.

(d) For purposes of this section, "basic aid school district" means a school district that does not receive from the state, for any fiscal year in which the subdivision is applied, an apportionment of state funds pursuant to subdivision (h) of Section 42238.

47664. (a) A school district in which all schools have been converted to charter schools pursuant to Section 47606, at the school district's discretion, may use the funding method provided for by this chapter. A school district that elects to have its funding determined pursuant to the method provided for by this chapter shall so notify the Superintendent of Public Instruction by June 1 prior to the affected fiscal year. Once made, an election to be funded pursuant to the method provided for by this chapter is irrevocable.

(b) In the case of a school district in which all schools have been converted to charter schools pursuant to Section 47606, and that has not elected to be funded pursuant to the method provided for by this chapter, any increase in district average daily attendance attributable to pupils who reside in, and would otherwise be eligible to attend, a district other than the district sponsoring the charter school shall be funded at the lesser of the following:

(1) The sponsoring district's own base revenue limit per unit of average daily attendance.

(2) The statewide average base revenue limit per unit of average daily attendance for districts of a similar type. For purposes of this paragraph, increases in average daily attendance shall be measured relative to the 1998-99 fiscal year or the fiscal year in which all schools in the district were converted to charter schools pursuant to Section 47606, whichever fiscal year is later.

(c) A school district in which all schools have been converted to charter schools pursuant to Section 47606 and that is the sponsoring entity for a charter school or schools that were previously funded pursuant to the method provided pursuant to this chapter shall have its base revenue limit computed as follows:

(1) The average daily attendance of the charter school or schools for the fiscal year prior to the fiscal year in which the conversion is effective shall be multiplied by the statewide average base revenue limit per unit of average daily attendance for districts of similar type for the fiscal year in which the conversion is effective.

(2) The school district's remaining average daily attendance for the fiscal year prior to the fiscal year in which the conversion is effective shall be multiplied by the school district's base revenue limit per unit of average daily attendance for the fiscal year in which the conversion is effective.

(3) The amounts computed in paragraphs (1) and (2) shall be added and this total shall be divided by the district's total average daily attendance, including average daily attendance in charter schools for which it is the sponsoring entity, for the fiscal year prior to the fiscal year in which the conversion is effective.

E.C. 47630-47664.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47630.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47636.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.2(a).

See above: State Laws and Regulations from the Application Narrative.

E.C. 47632(a); E.C. 47633.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.1(a)(2).

See above: State Laws and Regulations from the Application Narrative.

E.C. 54020 et seq.

54020. It is the intent of the Legislature that funds authorized pursuant to this chapter replace, as of July 1, 1979, funds previously authorized to support educationally disadvantaged youth programs and bilingual education. To that end, the purpose of this article is to provide a method of impact aid allocation to be utilized by the Superintendent, that will allow efforts initiated under those programs to continue and expand so long as a need exists while previously unserved and underserved populations are provided with adequate aid.

54021. For the 2006-07 fiscal year, the Superintendent shall make the following calculations for each school district:

(a) Using the methodology specified in Section 54023, determine the economic impact aid-eligible pupil count for each school district for the 2005-06 fiscal year as if Section 54023 had been in effect for that fiscal year.

(b) Divide the school district economic impact aid calculated funding in the 2005-06 fiscal year, excluding the minimum grant specified in Section 54031, as it read during that fiscal year, by the number calculated pursuant to subdivision (a).

(c) For the purpose of calculating the economic impact aid allocations for the 2006-07 fiscal year, the quotient calculated in subdivision (b) shall be deemed to be the prior year economic impact aid per pupil amount for the 2006-07 fiscal year.

(d) For the purpose of establishing a base year economic impact aid per pupil amount pursuant to this section, if a school district received an allocation for the economic impact aid program in the 2005-06 fiscal year, but has no economic impact aid eligible pupils as determined in Section 54023 for that year, the school district shall be deemed to have a prior-year economic impact aid per pupil amount for the 2006-07 fiscal year that is equal to the statewide average economic impact aid per pupil amount for the 2005-06 fiscal year calculated for the state as a whole as specified in subdivisions (a) and (b).

54022. For the 2006-07 fiscal year and each fiscal year thereafter, each school district shall receive the amount of economic impact aid determined by the Superintendent pursuant to subdivision (b) or (c), whichever is greater, calculated for each school district according to all of the following:

(a) Increase the prior fiscal year economic impact aid per pupil amount by the percentage change specified in paragraph (2) of subdivision (b) of Section 42238.1 for the current fiscal year.

(b) Multiply the economic impact aid per pupil amount for the current fiscal year calculated in subdivision (a) by the economic impact aid-eligible pupil count for the current fiscal year as calculated in Section 54023.

(c) A school district shall, at a minimum, receive funds based on the number of economic impact aid-eligible pupils according to the following schedule:

(1) For the 2006-07 fiscal year, according to the following table:

Number of economic impact aid-eligible pupils	Amount
0.....	None
1-10.....	\$5,500
11 or more.....	\$8,300

(2) For the 2007-08 fiscal year and each fiscal year thereafter, the minimum amounts for the schedule in paragraph (1) for the prior fiscal year shall be increased by the percentage change specified in paragraph (2) of subdivision (b) of Section 42238.1.

54023. For each fiscal year, the economic impact aid-eligible pupil count shall be calculated for each school district as follows:

(a) Determine the count of economically disadvantaged pupils, as defined in Section 54026.

(b) Determine the count of English learners, as defined in subdivision (b) of Section 54026.

(c) Calculate an economic impact aid weighted pupil concentration factor:

(1) Add the pupil counts determined in subdivisions (a) and (b).

(2) Divide the fall CBEDS enrollment for the school district for the prior school year by two.

(3) Subtract from the sum calculated in paragraph (1) the quotient calculated in paragraph (2).

(4) If the result of the calculation in paragraph (3) is greater than zero, multiply that difference by 0.5. If the result is less than zero, it shall be deemed to be zero.

(d) The economic impact aid-eligible pupil count for each school district shall equal the sum of the pupil counts determined in subdivisions (a) and (b), and the weighted pupil concentration factor determined in subdivision (c).

(e) In calculating the economic impact aid-eligible pupil count for a new charter school in its first year of operation, the department shall use CBEDS enrollment counts and counts of English learners reported in the current year instead of the prior year.

54024. The state board may, pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20, waive any statutory provision or regulation regarding the use of funds apportioned pursuant to this article, provided that the funds are used in the same schools, or in schools with similar need levels, and the district demonstrates a reasonable case that the waiver will improve pupil services in those schools.

54025. (a) A school district shall expend economic impact aid funds to serve and assist English learners and economically disadvantaged pupils and may not expend those funds at schoolsites that do not have English learners or economically disadvantaged pupils.

(b) A school shall use funds received pursuant to this article to support programs and activities designed to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities designed to improve the academic achievement of English learners and economically disadvantaged pupils.

(c) Funds received by school districts pursuant to this article shall supplement, and not supplant, existing resources at the schoolsite.

54026. For purposes of this article, the following definitions apply:

(a) "Economically disadvantaged pupils" means either of the following, whichever is applicable:

(1) Pupils described in Section 101 of Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6333(c)(1)(A)(B)). Counts of the pupils described in this paragraph shall be the counts used in the current year apportionment calculations for purposes of Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(2) (A) Notwithstanding paragraph (1), for a small school district, the product of the number of pupils eligible for participation in the free meals program for the prior fiscal year, as defined in subdivision (d), and the free meals adjustment factor. The free meals adjustment factor is the quotient, rounded to two decimal places, resulting from dividing the statewide total of economically disadvantaged pupils as defined in paragraph (1) by the statewide total of pupils eligible for participation in the free meals program for the prior fiscal year, as defined in subdivision (d).

(B) Notwithstanding paragraph (1) or subparagraph (A), for charter schools that are funded through the block grant funding model pursuant to Article 2 (commencing with Section 47633) of Chapter 6 of Part 26.8 in the 2006-07 fiscal year, the department shall use counts as of October 2006 of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline, as collected through the first principal apportionment data collection process, as defined in Section 41601. Commencing in the 2007-08 fiscal year, the Superintendent shall use counts as of October of the prior year of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline, as collected through the first principal apportionment data collection process, as defined in Section 41601. For purposes of this subdivision, the department may use in the first year of operation of a charter school that is established on or after July 1, 2007, the current year counts of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline.

(C) The Superintendent may expand upon an existing process of collecting free or reduced price meal data in order to collect from small districts, as defined in subdivision (c), counts of pupils living with families whose annual income is at or below the federal poverty guideline.

(b) "English learner" means a pupil described in subdivision (a) of Section 306 or identified as a pupil of limited English proficiency, as that term is defined in subdivision (m) of Section 52163. Counts of the pupils described in this subdivision shall be the counts reported in the prior year language census.

(c) "Small school district" means a school district that has an annual enrollment of less than 600 pupils based on prior school year CBEDS data and is, for the purposes of this section, designated a rural school by the Superintendent based on the appropriate school locale codes, as used by the National Center for Education Statistics of the United States Department of Education.

(d) "Free meals" means the aggregate number of pupils meeting the income eligibility guidelines established by the federal government for free meals as reported for all schools for which the district is the authorizing agency.

(e) For purposes of subparagraph (B) of paragraph (2) of subdivision (a), the count of economically disadvantaged pupils for a charter school that is operated pursuant to Section 47612.1 shall be calculated without regard to the age of the pupil. A pupil who resides in program housing shall be considered a family of one.

54027. If a school district reorganizes either by unification or by consolidation with another school district of similar type, the Superintendent shall calculate an economic impact aid per pupil amount based on the respective per pupil amounts for each school district participating in the reorganization, weighted by the number of economic impact aid-eligible pupils contributed by each school district. The Superintendent shall use the appropriate data from the year prior to the year that the reorganization is effective for all purposes.

54028. Notwithstanding any other provision of law, the provisions of this article are subject to Sections 62002.5 and 62004, and to the portions of Section 62003 that relate to auditing the use of funds allocated for purposes of economic impact aid.

E.C. 47634.1(e).

See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.4.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47638.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.4.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47635.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47636(a)(5).

See above: State Laws and Regulations from the Application Narrative.

E.C. 42606.

42606. (a) A local educational agency, including a direct-funded charter school, may apply for any state categorical program funding included in the annual Budget Act on behalf of a school that begins operation in the 2008-09 to the 2012-13 fiscal years, inclusive, but only to the extent the school or local educational agency is eligible for funding and meets the provisions of the program that were in effect as of January 1, 2009, except that charter schools shall not apply for any of the programs contained in 47634.4.

(b) A local educational agency that establishes a new school by redirecting enrollment from its existing schools to the new school shall not be eligible to receive funding in addition to the amounts allocated pursuant to Section 42605 for the categorical programs specified in that section or for the class size reduction program pursuant to Sections 52122 and 52124.

(c) The Superintendent shall report the number of new schools and the programs that these schools are applying for, including an estimate of the cost for that year. This information shall be reported by November 11, 2009, and each fiscal year thereafter, to the appropriate Committees of the Legislature, the Legislative Analyst's Office, and the Department of Finance.

Appendix F2iv.I

Evidence for (F)(2)(iv)

Evidence for (F)(2)(iv):

- A description of the statewide facilities supports provided to charter schools
 - State statutes, regulations, and other legal documents
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Charter Facilities

The provision of facilities is one of the greatest challenges faced by charter schools throughout the country. California is unique in providing several programs and in passing legislation to assist charter schools in securing facilities. For instance, in 2000, voters enacted Proposition 39, which required that public school facilities should be shared fairly among all public school students, including those in charter schools.¹ Operationally, this means that, for any charter school serving a minimum of 80 district students, the school district must make facilities available to accommodate all of the school's in-district students in conditions "reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district."² It also requires that facilities be "contiguous, furnished, and equipped"³ and prohibits districts from charging rent if the property was purchased with taxpayer-backed bond funds earmarked for facilities. However, a facility fee may be levied for a charter school's share of general discretionary funds that a district expends on the facility provided to the charter school.⁴

In addition, the Charter School Facility Grant Program, passed in 2001, offers direct cash assistance for facilities rental/leasing costs for eligible schools.⁵ Schools are eligible if located in an attendance area where 70 percent or more of students are eligible for free or reduced price lunch (and those students are given preference in admissions) or if 70 percent or more of the pupil enrollment at the school is eligible for free or reduced-price meals. These schools are eligible to receive up to \$750 per unit of ADA to fund up to 75 percent of their annual facilities or lease costs. The CDE has allocated over \$22 million for this program in 2009–10.⁶

In addition, the State operates the federally funded Charter School Facility Incentive Grant Program. As of July 2009, this program has provided facility grants totaling over \$48 million to 128 charter schools.⁷ Grants under this program are awarded for charter school facility construction, renovation, and lease costs.

California's charter schools are also eligible to participate in Qualified Zone Academy Bond (QZAB) tax credits that can be used for rehabilitation or repair of buildings. Through this program, investors receive tax credits, which lower the interest rates for borrowers. This system eases the process for charter schools to borrow money for facilities. Schools are eligible if they are in a low-income community or if 35 percent or more of the school's students qualify for free or reduced-price lunch.⁸

Additionally, the State has made a significant investment in charter school facilities through the State School Building Program. This program provides state general obligation bond funds for school district facility construction and renovation. Districts may use their funds to assist in providing facilities for charter schools. However, in the last three bond measures approved by the voters, charter schools received a specific set-aside of these bonds that were earmarked exclusively for charter school

¹ E.C. 47614.

² E.C. 47614.

³ E.C. 47614.

⁴ E.C. 47614.

⁵ E.C. 47614.5.

⁶ <http://www.cde.ca.gov/sp/cs/as/csfacgrnt09result.asp>.

⁷ <http://www.treasurer.ca.gov/csfa>.

⁸ U.S. Department of Education. (2008, December). *Innovations in Education: Making Charter School Facilities More Affordable: State-driven Policy Approaches*. Washington, D.C.: Author. Retrieved from: <http://www.ed.gov/admins/comm/choice/charterfacilities/index.html>.

construction and renovation projects which charters could access independently from their district.⁹ In total, these three bond measures have authorized \$850 million for charter school construction projects. Most recently, in October 2009, the State enacted legislation to allow charter schools to hold title to facilities that were built with these state bond dollars.¹⁰ This bill was to help high-performing charter schools and CMOs access State bond dollars directly for construction and site acquisition and demonstrates California's continued and strong support for charters throughout the state.

To summarize this section, California's work toward approval, funding, and oversight, as well as provisions for facilities for charter schools, all coupled with a strong accountability system that holds charter schools to the same academic standards as all public schools, demonstrates the State's overarching commitment to ensuring that all students across the state have access to innovative learning environments

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47614.

47614. (a) The intent of the people in amending Section 47614 is that public school facilities should be shared fairly among all public school pupils, including those in charter schools.

(b) Each school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. The school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily.

(1) The school district may charge the charter school a pro rata share (based on the ratio of space allocated by the school district to the charter school divided by the total space of the district) of those school district facilities costs which the school district pays for with unrestricted general fund revenues. The charter school shall not be otherwise charged for use of the facilities. No school district shall be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter school students.

(2) Each year each charter school desiring facilities from a school district in which it is operating shall provide the school district with a reasonable projection of the charter school's average daily classroom attendance by in-district students for the following year. The district shall allocate facilities to the charter school for that following year based upon this projection. If the charter school, during that following year, generates less average daily classroom attendance by in-district students than it projected, the charter school shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.

(3) Each school district's responsibilities under this section shall take effect three years from the effective date of the measure which added this subparagraph, or if the school district passes a school bond measure prior to that time on the first day of July next following such passage.

(4) Facilities requests based upon projections of fewer than 80 units of average daily classroom attendance for the year may be denied by the school district.

(5) The term "operating," as used in this section, shall mean either currently providing public education to in-district students, or having identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year.

(6) The State Department of Education shall propose, and the State Board of Education may adopt, regulations implementing this subdivision, including but not limited to defining the terms "average daily classroom attendance," "conditions reasonably equivalent," "in-district students," "facilities costs," as well

⁹ E.C. 100620; 100820; and 101012.

¹⁰ E.C. 17078.63.

as defining the procedures and establishing timelines for the request for, reimbursement for, and provision of, facilities.

E.C. 100620.

100620. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

(1) The amount of three billion four hundred fifty million dollars (\$3,450,000,000) for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that file an application with the Office of Public School Construction after February 1, 2002, including, but not limited to, hardship applications.

(A) Of the amount allocated pursuant to this paragraph, up to one hundred million dollars (\$100,000,000) shall be available for providing school facilities to charter schools pursuant to a statute enacted after the effective date of the act enacting this section.

(B) If the Housing and Emergency Shelter Trust Fund Act of 2002 is submitted to the voters at the November 5, 2002, general election and fails passage by the voters, of the amount allocated pursuant to this paragraph, twenty-five million dollars (\$25,000,000) shall be available for the purposes of Sections 51451.5, 51453, and 51455 of the Health and Safety Code.

(2) The amount of one billion four hundred million dollars (\$1,400,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that file an application with the Office of Public School Construction after February 1, 2002, including, but not limited to, hardship applications.

(3) The amount of two billion nine hundred million dollars (\$2,900,000,000) for new construction of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that have filed an application with the Office of Public School Construction on or before February 1, 2002, including, but not limited to, hardship applications. If the amount made available for purposes of this paragraph is not needed and expended for the purposes of this paragraph, the State Allocation Board may allocate the remainder of these funds for purposes of paragraph (1).

(4) The amount of one billion nine hundred million dollars (\$1,900,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10, for those school districts that have filed an application with the Office of Public School Construction on or before February 1, 2002, including, but not limited to, hardship applications. If the amount made available for purposes of this paragraph is not needed and expended for the purposes of this paragraph, the State Allocation Board may allocate these funds for purposes of paragraph (2).

(5) The amount of one billion seven hundred million dollars (\$1,700,000,000) for deposit into the 2002 Critically Overcrowded School Facilities Account established within the 2002 State School Facilities Fund pursuant to subdivision (e) of Section 17078.10, for the purposes set forth in Article 11 (commencing with Section 17078.10) of Chapter 12.5 of Part 10 relating to critically overcrowded schools, including, but not limited to, hardship applications, and any other new construction or modernization projects as authorized pursuant to Section 17078.30.

(6) The amount of fifty million dollars (\$50,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10 relating to joint-use projects, including, but not limited to, hardship applications.

(b) School districts may use funds allocated pursuant to paragraphs (2) and (4) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 (commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

- (3) The identification, assessment, or abatement in school facilities of hazardous asbestos.
- (4) Project funding for high priority roof replacement projects.
- (5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.
- (c) Funds allocated pursuant to paragraphs (1) and (3) of subdivision (a) may, also, be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.
- (d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (6), inclusive, of subdivision (a), only by either of the following methods:
 - (A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.
 - (B) By a statute that becomes effective only when approved by the voters.
- (2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (6), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.
- (e) From the total amounts set forth in paragraphs (1) to (6), inclusive, of subdivision (a), a total of no more than twenty million dollars (\$20,000,000) shall be used for the costs of energy conservation adjustments authorized pursuant to Section 17077.35.
- (f) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

E.C. 100820.

100820. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

- (1) The amount of five billion two hundred sixty million dollars (\$5,260,000,000) for project funding for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10, including, but not limited to, hardship applications.
 - (A) Of the amount allocated pursuant to this paragraph, up to three hundred million dollars (\$300,000,000) shall be available for providing school facilities to charter schools pursuant to a statute enacted after the effective date of the act enacting this section.
 - (B) If the Housing and Emergency Shelter Trust Fund Act of 2002 is submitted to the voters at the November 5, 2002, general election and fails passage by the voters, of the amount allocated pursuant to this paragraph, twenty-five million dollars (\$25,000,000) shall be available for the purposes of Sections 51451.5, 51453, and 51455 of the Health and Safety Code.
- (2) The amount of two billion two hundred fifty million dollars (\$2,250,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10, including, but not limited to, hardship applications.
- (3) The amount of two billion four hundred forty million dollars (\$2,440,000,000) for deposit into the 2004 Critically Overcrowded School Facilities Account established within the 2004 State School Facilities Fund pursuant to subdivision (e) of Section 17078.10 for the purposes set forth in Article 11 (commencing with Section 17078.10) of Chapter 12.5 of Part 10 relating to critically overcrowded schools, including, but not limited to, hardship applications, and any other new construction or modernization projects as authorized pursuant to Section 17078.30.
- (4) The amount of fifty million dollars (\$50,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10 relating to joint-use projects, including, but not limited to, hardship applications.
- (b) School districts may use funds allocated pursuant to paragraph (2) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 (commencing with Section 17070.10) of Part 10:

- (1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.
 - (2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.
 - (3) The identification, assessment, or abatement in school facilities of hazardous asbestos.
 - (4) Project funding for high priority roof replacement projects.
 - (5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.
- (c) Funds allocated pursuant to paragraph (1) of subdivision (a) may, also, be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.
- (d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (4), inclusive, of subdivision (a), only by either of the following methods:
- (A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.
 - (B) By a statute that becomes effective only when approved by the voters.
- (2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (4), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.
- (e) From the total amounts set forth in paragraphs (1) to (4), inclusive, of subdivision (a), a total of no more than twenty million dollars (\$20,000,000) shall be used for the costs of energy conservation adjustments authorized pursuant to Section 17077.35.
- (f) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

E.C. 101012.

101012. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

- (1) The amount of one billion nine hundred million dollars (\$1,900,000,000) for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10. Of the amount allocated under this paragraph, up to 10.5 percent shall be available for purposes of seismic repair, reconstruction, or replacement, pursuant to Section 17075.10.
- (2) The amount of five hundred million dollars (\$500,000,000) shall be available for providing school facilities to charter schools pursuant to Article 12 (commencing with Section 17078.52) of Chapter 12.5 of Part 10.
- (3) The amount of three billion three hundred million dollars (\$3,300,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.
- (4) The amount of five hundred million dollars (\$500,000,000) for the purposes set forth in Article 13 (commencing with Section 17078.70) of Chapter 12.5 of Part 10, relating to facilities for career technical education programs.
- (5) Of the amounts allocated under paragraphs (1) and (3), up to two hundred million dollars (\$200,000,000) for the purposes set forth in Chapter 894 of the Statutes of 2004, relating to incentives for the creation of smaller learning communities and small high schools.
- (6) The amount of twenty-nine million dollars (\$29,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10, relating to joint use projects.
- (7) The amount of one billion dollars (\$1,000,000,000) shall be available for providing new construction funding to severely overcrowded schoolsites pursuant to Article 14 (commencing with Section 17079) of Chapter 12.5 of Part 10.

(8) The amount of one hundred million dollars (\$100,000,000) for incentive grants to promote the use of designs and materials in new construction and modernization projects that include the attributes of high-performance schools, including, but not limited to, the elements set forth in Section 17070.96, pursuant to regulations adopted by the State Allocation Board.

(b) School districts may use funds allocated pursuant to paragraph (3) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

(3) The identification, assessment, or abatement in school facilities of hazardous asbestos.

(4) Project funding for high-priority roof replacement projects.

(5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.

(c) Funds allocated pursuant to paragraph (1) of subdivision (a) may also be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.

(d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (8), inclusive, of subdivision (a), only by either of the following methods:

(A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.

(B) By a statute that becomes effective only when approved by the voters.

(2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (8), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.

(e) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

E.C. 47614.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47614.5.

47614.5. (a) The Charter School Facility Grant Program is hereby established and shall be administered by the department. The grant program is intended to provide assistance with facilities rent and lease costs for pupils in charter schools.

(b) Subject to the annual Budget Act, eligible schools shall receive an amount of up to, but not more than, seven hundred fifty dollars (\$750) per unit of average daily attendance, as certified at the second principal apportionment, to provide an amount of up to, but not more than, 75 percent of the annual facilities rent and lease costs for the charter school. In any fiscal year, if the funds appropriated for the purposes of this section by the annual Budget Act are insufficient to fund the approved amounts fully, the Superintendent shall apportion the available funds on a pro rata basis.

(c) For purposes of this section, the department shall do all of the following:

(1) Inform charter schools of the grant program.

(2) Upon application by a charter school, determine eligibility, based on the geographic location of the charter schoolsite, pupil eligibility for free or reduced price meals, and a preference in admissions, as appropriate. Eligibility for funding shall not be limited to the grade level or levels served by the school whose attendance area is used to determine eligibility. Charter schoolsites are eligible for funding pursuant to this section if the charter schoolsite meets either of the following conditions:

(A) The charter schoolsite is physically located in the attendance area of a public elementary school in which 70 percent or more of the pupil enrollment is eligible for free or reduced priced meals and the schoolsite gives a preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter schoolsite is located.

(B) Seventy percent or more of the pupil enrollment at the charter schoolsite is eligible for free or reduced price meals.

(3) Inform charter schools of their grant eligibility.

(4) Allocate funding to charter schools for eligible expenditures in a timely manner.

(5) No later than June 30, 2005, report to the Legislature on the number of charter schools that have participated in the grant program pursuant to the expanded eligibility prescribed in paragraph (2). In addition, the report shall provide recommendations and suggestions on improving the grant program.

(d) Funds appropriated for purposes of this section shall not be apportioned for any of the following:

(1) Units of average daily attendance generated through nonclassroom-based instruction as defined by paragraph (2) of subdivision (d) of Section 47612.5 or that does not comply with conditions or limitations set forth in regulations adopted by the state board pursuant to this section.

(2) Charter schools occupying existing school district or county office of education facilities.

(3) Charter schools receiving reasonably equivalent facilities from their chartering authority pursuant to Section 47614.

(e) Funds appropriated for purposes of this section shall be used for costs associated with facilities rents and leases, consistent with the definitions used in the California School Accounting Manual. These funds also may be used for costs, including, but not limited to, costs associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, and improving sites.

(f) If an existing charter school located in an elementary attendance area in which less than 50 percent of pupil enrollment is eligible for free or reduced price meals relocates to an attendance area identified in paragraph (2) of subdivision (c), admissions preference shall be given to pupils who reside in the elementary school attendance area into which the charter school is relocating.

(g) The Superintendent annually shall report to the state board regarding the use of funds that have been made available during the fiscal year to each charter school pursuant to the grant program.

(h) It is the intent of the Legislature that not less than eighteen million dollars (\$18,000,000) annually be appropriated for purposes of the grant program on the same basis as other elementary and secondary education categorical programs.

(i) Commencing with the 2009-10 fiscal year, the Superintendent shall annually allocate the facilities grants to eligible charter schools no later than October 1 of each fiscal year. However, the department shall first use the funding appropriated for this program in the 2009-10 fiscal year to reimburse eligible charter schools for rent or lease costs for the 2008-09 fiscal year, consistent with this section as it read on June 30, 2009.

E.C. 100620.

See above: State Laws and Regulations from the Application Narrative.

E.C. 100820.

See above: State Laws and Regulations from the Application Narrative.

E.C. 101012.

See above: State Laws and Regulations from the Application Narrative.

E.C. 17078.63.

17078.63. (a) Prior to the release of funds for an application submitted pursuant to paragraph (2) of subdivision (b) of Section 17078.53 for site acquisition or new construction final apportionments, applicants shall provide one of the following:

(1) Documentary evidence that the school district in which the facility is to be physically located holds title to the project facilities in trust for the benefit of the state public school system.

(2) Documentary evidence that a local governmental entity, including, but not limited to, a county board of education, a city, a county, or a city and county, holds title to the project facilities in trust for the benefit of the state public school system, subject to both of the following conditions:

(A) Consistent with the prohibition in Section 6 of Article IX of the California Constitution regarding governance of public schools, a city, county, city and county, or other local governmental entity not included within the public school system that holds title pursuant to this paragraph shall not exercise any control over the operation of the charter school.

(B) The following shall be recorded in the chain of title for the property:

(i) A restrictive covenant specifying that the facility shall be used only for public school purposes as authorized in the California Constitution and statute.

(ii) A remainder interest to the school district in which the facility is physically located or, if the school district disclaims the interest to the facility, to the board. The remainder interest shall be triggered when the facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6), inclusive, of subdivision (b) of Section 17078.62.

(3) (A) A request that the charter school be authorized to hold fee simple title to the subject property in trust for the benefit of the state public school system, on which a lien shall be recorded in favor of the board for the total amount of funds allocated pursuant to this article, including any loan received in lieu of a local matching share pursuant to Section 17078.57. The charter school shall include with the request a statement outlining the reasons why ownership of the project facilities is not vested with an entity set forth in paragraph (1) or (2). Prior to releasing any project funds, the board shall make findings that the applicant has submitted all of the information required by this paragraph.

(B) The following shall be recorded in the chain of title for the property:

(i) A restrictive covenant specifying that the facility shall be used only for public school purposes as authorized in the California Constitution and statute.

(ii) A remainder interest to the school district in which the facility is physically located or, if the school district disclaims the interest to the facility, to the board. The remainder interest shall be triggered when the facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6), inclusive, of subdivision (b) of Section 17078.62.

(b) A charter school may request a school district to transfer title to project facilities to an entity authorized by paragraph (2) or (3) of subdivision (a) if the school district entered into an agreement, prior to January 1, 2010, to hold title to those facilities. A school district that receives a request pursuant to this subdivision may transfer the title to the entity designated in the request pursuant to terms and conditions mutually agreed upon by the district and the charter school.

(c) The board may adopt regulations to implement this section.

Appendix F2v.I

Evidence for (F)(2)(v)

Evidence for (F)(2)(v):

- State statutes, regulations, and other legal documents
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CALIFORNIA CODES
EDUCATION CODE
SECTION 58500-58512

58500. The governing board of any school district may establish and maintain one or more alternative schools within the district. For the purposes of this article, an alternative school is defined as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

58501. The following notice shall be sent along with the notification of parents and guardians required by Section 48980:

"Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the **Education Code** defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district."

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

58502. The parent or guardian of any pupil may request the governing board of a school district to establish an alternative school program or programs in the district pursuant to this chapter.

58503. Teachers employed and students enrolled in the alternative school shall be selected entirely from volunteers.

58504. Previous classroom performance shall not be a criterion limiting any student from the opportunity of attending an alternative school.

58505. A district may establish alternative schools in each attendance area or on a districtwide basis, with enrollment open to all students districtwide, or any combination thereof.

58507. Alternative schools shall be operated in a manner to maximize the opportunity for improvement of the general school curriculum by innovative methods and ideas developed within the alternative school operation and to improve the general level of **education** in the State of California as provided in Section 58510.

Any alternative school shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district.

58509. For the operation of alternative schools as herein defined, the Superintendent of Public Instruction may, upon application of a school district, waive any provisions of this **code** other than those relating to earthquake safety and the provisions of this chapter.

58510. Each district operating an alternative school shall annually evaluate such school. The evaluation shall include testing of basic skills for student participants, and must identify the variables which may have affected student academic achievement. The process of evaluation shall also include teacher, parent, and student input from the alternative school itself. These evaluation reports shall be sent to the Superintendent of Public Instruction on or before August 1st of the following year and shall be annually reviewed by persons designated by the superintendent who are not employed by the district operating the alternative school under review.

58511. The Superintendent of Public Instruction shall establish minimum standards to further implement the definition of alternative schools as used in Section 58500 and may also establish such further guidelines as may be deemed by him necessary to the proper administration of this article.

58512. The governing board of a school district maintaining an alternative school may provide in whole or in part for the transportation of a pupil attending the alternative school. In lieu of providing such transportation, the governing board may pay to the parents or guardian of the pupil a sum not to exceed the cost of actual and necessary travel incurred in transporting such pupils in cases where transportation is provided by or paid for by the parents or guardian; provided, that in no case shall the district's state apportionment for transportation expenses be increased because of the operation of an alternative school.

42238.20. (a) Notwithstanding any other provision of law, commencing in the 2008-09 fiscal year, the minimum schoolday for a pupil concurrently enrolled in regular secondary school classes and classes operating pursuant to a joint powers agreement that became effective prior to January 1, 2008, is 180 minutes. These regular secondary school classes constitute regular school classes for the purposes of Section 46010.3.

47612.7. (a) Notwithstanding Section **47612.5** or any other provision of law, the Center for Advanced Research and Technology, operating pursuant to a joint powers agreement between the Clovis Unified School District and the Fresno Unified School District, is eligible to receive general-purpose funding, as calculated pursuant to Section 47633, for the 2005-06 and 2006-07 fiscal years for a total average daily attendance not to exceed the center's average daily attendance as determined at the second principal apportionment for the 2005-06 and 2006-07 fiscal years, respectively, and for the 2007-08 fiscal year for a total average daily attendance not to exceed the center's average daily attendance as determined at the second principal apportionment for the 2006-07 fiscal year.

(b) Commencing with the 2008-09 fiscal year, the Center for Advanced Research and Technology, as described in subdivision (a), is not eligible to receive funding pursuant to Chapter 6 (commencing with Section 47630). (c) This section shall become inoperative on July 1, 2012, and, as of January 1, 2013, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2013, deletes or extends the dates on which it becomes inoperative and is repealed.

Appendix F3.I

Evidence for (F)(3)

Evidence for (F)(3):

- Description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents
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State Laws and Regulations from the Application Narrative (in order of appearance)E.C. 48350 et seq.

48350. This article shall be known, and may be cited, as the Open Enrollment Act.

48351. The purpose of this article is to improve pupil achievement, in accordance with the regulations and guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), and to enhance parental choice in education by providing additional options to pupils to enroll in public schools throughout the state without regard to the residence of their parents.

48352. For purposes of this article, the following definitions apply:

(a) "Low-achieving school" means any school identified by the Superintendent pursuant to the following:

(1) Excluding the schools, and taking into account the impact of the criteria in paragraph (2), the Superintendent annually shall create a list of 1,000 schools ranked by increasing API with the same ratio of elementary, middle, and high schools as existed in decile 1 in the 2008–09 school year.

(2) In constructing the list of 1,000 schools each year, the Superintendent shall ensure each of the following:

(A) A local educational agency shall not have more than 10 percent of its schools on the list. However, if the number of schools in a local educational agency is not evenly divisible by 10, the Superintendent shall round up to the next whole number of schools.

(B) Court, community, or community day schools shall not be included on the list.

(C) Charter schools shall not be included on the list.

(b) "Parent" means the natural or adoptive parent or guardian of a dependent child.

(c) "School district of enrollment" means a school district other than the school district in which the parent of a pupil resides, but in which the parent of the pupil nevertheless intends to enroll the pupil pursuant to this article.

(d) "School district of residence" means a school district in which the parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to Section 48200.

48353. The state board shall adopt emergency regulations to implement this article.

48354. (a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.

(b) (1) Consistent with the requirements of Section 1116(b)(1)(E) of the federal Elementary and Secondary Education Act of 2001 (20 U.S.C. Sec. 6301 et seq.), on or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for

which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(4) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

48355. (a) The school district of residence of a pupil or a school district of enrollment to which a pupil has applied to attend may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:

(1) A court-ordered or voluntary desegregation plan of the district.

(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.

(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.

(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

48356. (a) A school district of enrollment may adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.

(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.

(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.

(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:

(1) First priority for the siblings of children who already attend the desired school.

(2) Second priority for pupils transferring from a program improvement school ranked in decile 1 on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.

(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.

(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204.

48357. Within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection.

48358. A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.

48359. (a) Each school district is encouraged to keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.

(2) The number of pupils who transfer out of the district.

(3) The number of pupils who transfer into the district.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board.

48359.5. For a school district of enrollment that is a basic aid district, the apportionment of state funds for any average daily attendance credited pursuant to this article shall be 70 percent of the district revenue limit that would have been apportioned to the school district of residence. Apportionment of these funds shall begin in the second consecutive year of enrollment, and continue annually until the pupil graduates from, or is no longer enrolled in, the school district of enrollment. For purposes of this section, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238 for any fiscal year in which this subdivision may apply.

48360. (a) From federal funds appropriated for this purpose, the Superintendent shall contract for an independent evaluation of the open enrollment program operated pursuant to this article. The evaluation shall, at a minimum, consider all of the following:

(1) The levels of, and changes in, academic achievement of pupils in school districts of residence and school districts of enrollment for pupils who do and do not elect to enroll in a school district of enrollment.

(2) Fiscal and programmatic effects on school districts of residence and school districts of enrollment.

(3) Numbers and demographic and socioeconomic characteristics of pupils who do and do not elect to enroll in a school district of enrollment.

(b) The Superintendent shall provide a final evaluation report to the Legislature, Governor, and state board on or before October 1, 2014.

48361. No exercise of discretion by a district of enrollment in its administration of this article shall be overturned absent a finding as designated by a court of competent jurisdiction that the district governing board acted in an arbitrary and capricious manner.

E.C. 53300 et seq.

53300. For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116(b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.

53301. (a) The local educational agency shall notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition. (b) If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

53302. No more than 75 schools shall be subject to a petition authorized by this article.

(b) A petition shall be counted toward this limit upon the Superintendent and state board receiving notice from the local educational agency of its final disposition of the petition.

53303. A local educational agency shall not be required to implement the option requested by the parent petition if the request is for reasons other than improving academic achievement or pupil safety.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009–10 is also enacted and becomes operative.

E.C. 33050 et seq.

33050. (a) The governing board of a school district or a county board of education, on a districtwide or countywide basis or on behalf of one or more of its schools or programs, after a public hearing on the matter, may request the State Board of Education to waive all or part of any section of this code or any regulation adopted by the State Board of Education that implements a provision of this code that may be waived, except:

(1) Article 1 (commencing with Section 15700) and Article 2 (commencing with Section 15780) of Chapter 4 of Part 10.

(2) Chapter 6 (commencing with Section 16000) of Part 10.

- (3) Chapter 12 (commencing with Section 17000), Chapter 12.5 (commencing with Section 17070.10), and Chapter 14 (commencing with Section 17085) of Part 10.
- (4) Part 13 (commencing with Section 22000).
- (5) Section 35735.1.
- (6) Paragraph (8) of subdivision (a) of Section 37220.
- (7) The following provisions of Part 10.5 (commencing with Section 17211):
 - (A) Chapter 1 (commencing with Section 17211).
 - (B) Article 1 (commencing with Section 17251) to Article 6 (commencing with Section 17365), inclusive, of Chapter 3.
 - (C) Sections 17416 to 17429, inclusive; Sections 17459 and 17462 and subdivision (a) of Section 17464; and Sections 17582 to 17592, inclusive.
- (8) The following provisions of Part 24 (commencing with Section 41000):
 - (A) Sections 41000 to 41360, inclusive.
 - (B) Sections 41420 to 41423, inclusive.
 - (C) Sections 41600 to 41866, inclusive.
 - (D) Sections 41920 to 42911, inclusive.
- (9) Sections 44504 and 44505.
- (10) Article 3 (commencing with Section 44930) of Chapter 4 of Part 25 and regulations in Title 5 of the California Code of Regulations adopted pursuant to Article 3 (commencing with Section 44930) of Chapter 4 of Part 25.
- (11) Part 26 (commencing with Section 46000).
- (12) Chapter 6 (commencing with Section 48900) and Chapter 6.5 (commencing with Section 49060) of Part 27.
- (13) Section 51513.
- (14) Chapter 6.10 (commencing with Section 52120) of Part 28, relating to class size reduction.
- (15) Section 52163.
- (16) The identification and assessment criteria relating to any categorical aid program, including Sections 52164.1 and 52164.6.
- (17) Sections 52165, 52166, and 52178.
- (18) Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.
- (19) Section 56364.1, except that this restriction shall not prohibit the State Board of Education from approving any waiver of Section 56364 or Section 56364.2, as applicable, relating to full inclusion.
- (20) Article 4 (commencing with Section 60640) of Chapter 5 of Part 33, relating to the STAR Program, and any other provisions of Chapter 5 (commencing with Section 60600) of Part 33 that establish requirements for the STAR Program.
 - (b) Any waiver of provisions related to the programs identified in Section 52851 shall be granted only pursuant to Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.
 - (c) The waiver of an advisory committee required by law shall be granted only pursuant to Article 4 (commencing with Section 52870) of Chapter 12 of Part 28.
 - (d) Any request for a waiver submitted by the governing board of a school district or a county board of education pursuant to subdivision (a) shall include a written statement as to both of the following:
 - (1) Whether the exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, participated in the development of the waiver.
 - (2) The exclusive representative's position regarding the waiver.
 - (e) Any request for a waiver submitted pursuant to subdivision (a) relating to a regional occupational center or program established pursuant to Article 1 (commencing with Section 52300) of Chapter 9 of Part 28, that is operated by a joint powers entity established pursuant to Chapter 5 (commencing with Section 6500) of Division 7 of Title 1 of the Government Code, shall be submitted as a joint waiver request for each participating school district and shall meet both of the following conditions:
 - (1) Each joint waiver request shall comply with all of the requirements of this article.

(2) The submission of a joint waiver request shall be approved by a unanimous vote of the governing board of the joint powers agency.

(f) The governing board of any school district requesting a waiver under this section of any provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23 shall provide written notice of any public hearing it conducted pursuant to subdivision (a), at least 30 days prior to the hearing, to each public agency identified under Section 39394.

33050.3. Notwithstanding Section 33050, the State Board of Education is authorized to waive the provisions of subdivision (a) of Section 46202 only during the 1983-84 fiscal year, and only if the State Board of Education finds that the district requesting the waiver demonstrates that it meets the following criteria:

(1) The district has experienced an unanticipated growth in number of pupils over the 1982-83 fiscal year.

(2) There exists an overcrowding of pupils with no reasonable alternative to house pupils without initiating the use of double sessions. Reasonable alternatives to house pupils shall include, but need not be limited to, the use of facilities in adjacent districts, the use of facilities of a county superintendent of schools, the use of facilities of other public agencies, the lease of portable facilities, or the expanded use of double sessions if the district already has double sessions in other schools prior to the increase in the number of pupils.

33051. (a) The state board shall approve any and all requests for waivers except in those cases where the board specifically finds any of the following:

(1) The educational needs of the pupils are not adequately addressed.

(2) The waiver affects a program that requires the existence of a schoolsite council and the schoolsite council did not approve the request.

(3) The appropriate councils or advisory committees, including bilingual advisory committees, did not have an adequate opportunity to review the request and the request did not include a written summary of any objections to the request by the councils or advisory committees.

(4) Pupil or school personnel protections are jeopardized.

(5) Guarantees of parental involvement are jeopardized.

(6) The request would substantially increase state costs.

(7) The exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, was not a participant in the development of the waiver.

(b) The governing board of a school district that has requested and received a general waiver under this article for two consecutive years for the same general waiver is not required to reapply annually if the information contained on the request remains current. The state board may require updated information for the request whenever it determines that information to be necessary. This section does not prevent the state board from rescinding a waiver if additional information supporting a rescission is made available to the board. This waiver process shall not apply to waivers pertaining to teacher credentialing, which shall be submitted to the state board annually.

33051.5. Not less than 30 days prior to any public hearing it conducts pursuant to Section 33050 concerning a request to waive any provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23, the State Board of Education shall provide written notice of the hearing to each public agency to which an offer of sale or lease must be made under Section 39394.

33052. (a) If formal action by the State Board of Education on a waiver request is not taken by the second regular meeting of the board following receipt of a complete and documented waiver request by the State Department of Education, the waiver shall be deemed approved for one year, commencing the first day of the following month.

(b) Notwithstanding subdivision (a), no provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23 shall be waived except by formal action of the State Board of Education.

33052.3. For the purposes of improving the financial management and reporting practices of school districts and county offices of education, and developing and testing those practices prior to implementation, the Superintendent of Public Instruction may waive for up to three consecutive fiscal years the requirements of current law and the regulations that are in conflict with the proposed improvements. A waiver shall only be available to school districts and county offices of education that volunteer to develop and test the proposed improved financial management and reporting practices.

33052.5. For purposes of this article, "school district" shall include county offices of education.

33053. The State Department of Education shall annually submit a report to the Governor, Legislature, State Board of Education, and make the report available to the superintendent and board president of each school district and county office of education. This report shall include a description of the number and types of waivers requested of the board, the actions of the board on those requests, and sources of further information on existing or possible waivers.

Appendix F3.II

Programs with Local Spending Flexibility

Exhibit F1: Programs with Local Spending Flexibility

K-12 PROGRAMS	2009-10	2010-11
Summer School Programs*	336,219	335,068
ROC/Ps*	384,677	383,370
Grade 7-12 Counseling	167,043	166,471
Specialized Secondary Program Grants	4,891	4,875
Gifted and Talented*	44,222	44,070
Prof. Development Institutes for Math and English	45,471	45,490
Principal Training	3,928	3,929
American Indian Early Education Programs	531	528
Indian Education Centers	3,639	3,627
Adult Education*	634,753	632,523
Educational Technology	14,072	14,023
Deferred Maintenance	250,806	250,902
Instructional Materials Block Grant	333,662	332,520
Community Day School*	41,682	41,539
Staff Development	25,955	25,866
National Board Certification	2,404	2,406
California School Age Families Ed. Program	46,416	46,257
California High School Exit Exam	58,317	58,118
Civic Education	200	200
Teacher Dismissal Apportionments	38	38
Charter Schools Block Grant*	136,203	141,989
Community Based English Tutoring	40,079	40,095
School Safety Block Grant*	79,926	79,653
High School Class Size Reduction	78,944	78,685
Advanced Placement Grant Programs	2,442	2,434
Student Leadership/CA Assoc. of Student Councils	26	26
Pupil Retention Block Grant	76,669	76,407
Teacher Credentialing Block Grant	90,397	90,112
Professional Development Block Grant	218,363	217,615
Targeted Instructional Improvement Block Grant*	855,060	852,132
School and Library Improvement Block Grant	369,970	368,704
School Safety Competitive Grant	14,348	14,299
Physical Education Block Grant	33,516	33,401
Arts and Music Block Grant	87,979	87,679
County Offices of Education: Williams	8,016	8,019
Certificated Staff Mentoring	8,582	8,553
Oral Health Assessments	3,527	3,528
Alternative Credentialing	26,189	26,199
	4,529,161	4,521,350

* The totals for these programs include deferred amounts.

Appendix S.I

California Linked Learning



California Linked Learning: Pathways to College and Career Success

In California, about a third of 9th graders never finish high school. Another third complete but without the knowledge and skills they need to succeed in further education and career. Linked Learning is one of the state's primary initiatives to transform California's high schools to serve all students effectively. Linked Learning connects college-preparatory academics with real-world experience in an array of fields, such as engineering, arts and media, biomedicine and health, information technology, energy, and agriculture and natural resources, to name just a few. These pathways connect learning with students' interests and career aspirations, leading to improved outcomes on a wide range of indicators, and particularly for students with high needs. The California Linked Learning Initiative has three features that help promote and accelerate STEM in high schools: 1) a pathway design focused on engaging students and raising achievement, 2) a growing menu of curriculum and instructional practices that use real-world application to deepen learning and understanding, and 3) a strong commitment to building district wide systemic support.

In the Linked Learning approach, each pathway is organized around a major industry theme such as engineering, biomedical and health science, arts and media, or law and justice. Each industry-themed pathway consists of four essential components: 1) a challenging academic component prepares students for success in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs. College-preparatory academics relate to the industry theme when possible and include three years of mathematics and two years of science; 2) a demanding technical component delivers concrete knowledge and skills through a cluster of four or more hands-on technical courses; 3) a work-based learning component offers opportunities to learn through real-world experiences. Students have access to intensive internships, virtual apprenticeships, and school-based enterprises and 4) support services include counseling as well as additional instruction in reading, writing, and mathematics. Pathways also provide students with a series of increasingly challenging work-based learning opportunities, designed to connect real-world experience and application to the STEM content that is the focus of the classroom. For example, seniors at Palmdale High School's Health Careers Academy (Palmdale, CA) spend two mornings each week on site at Kaiser Permanente, learning under the supervision of their classroom teacher who works side-by-side with a physician's assistant, nurse, radiology technician, or other medical personnel. On site, the students interact with real patients, learning how to conduct electrocardiograms, draw blood, interpret x-rays, set broken bones, or perform a range of other challenging tasks. Back in the classroom in their afternoon medical sciences class, these practical work-based experiences are connected to in-depth study of medical topics.

Nine districts in California have joined together to form the California Linked Learning District Implementation Initiative to create menu of six to eight Linked Learning- certified high quality pathways available to any student throughout each of their districts. They have also committed to building the district wide infrastructure of policies and procedures (e.g., community coalition-building, pathway

design and location, supporting school choice for students and parents, transportation issues, collective bargaining, replacement of principals) that must be addressed to move from isolated opportunities for small numbers of students to a system providing a menu of engaging pathway choices for any student wanting to enroll. The work proposed in this application seeks to expand and deepen this work. Three districts that are participating in RttT are already part of the Linked Learning Consortium: Long Beach, Sacramento and Los Angeles. These districts will join with four others (Clovis, Fresno, San Francisco, and Sanger) to plan, implement, and certify a menu of high quality, STEM-focused pathways. The consortium will rely on four inter-related strategies: 1) designing and implementing a menu of four or more STEM-focused pathways in each of the six districts, 2) building the capacity of academic and technical teachers to deliver challenging and engaging STEM instruction, 3) building awareness and understanding of STEM-focused pathways among school-site and district leadership.

Sample Program of Study: Architecture and Engineering Pathway

	9th grade	10th grade	11th grade	12th grade
Academic Core				
English	<i>English 1</i>	<i>English 2</i>	<i>English 3</i>	<i>English 4</i>
Mathematics	<i>Algebra 1</i>	<i>Geometry</i>	<i>Algebra 2</i>	<i>Pre-calculus</i>
Science	<i>Physics</i>	<i>Chemistry</i>	<i>Biology</i>	
History	<i>World History</i>	<i>American History</i>		<i>Government & Economics</i>
Foreign Language			<i>Spanish 1</i>	<i>Spanish 2</i>
Other	Physical Ed	Physical Ed	<i>Elements of Design</i>	
Technical Core	<i>Intro to Engineering & Design</i>	<i>Principles of Engineering</i>	Civil Engineering & Architecture	Engineering Design & Development Studio
Work-Based Learning	Career Exploration & Site Visits	Job Shadowing	Virtual Apprenticeship	Internship
Support Services	Pre-algebra summer bridge	Project-based applied geometry	Applied algebra	Applied Calculus
Integrated Units	Ship Shape	Bridge Building	Residential Retrofit	Green Design

Italicized courses satisfy admissions requirements for the California State University and University of California. A student completing this pathway would earn 19 credits, rather than the minimum 15, required to be eligible for admission to the CSU and UC systems. Additionally, the student would complete a coherent cluster of five technical courses (some of which also satisfy CSU and UC admission requirements), have the benefit of a range of supplementary instruction in mathematics, so crucial to success in engineering, and engage each year in a series of increasingly challenging work-based learning opportunities.

Appendix S.II

CTE Pathways Description

Introduction

The California career technical education (CCTE) model curriculum standards are organized in 15 *industry sectors*, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. (See the accompanying chart for an overview of the sectors and pathways.) A *career pathway* is a coherent sequence of

rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

California Career Technical Education Industry Sectors

INDUSTRY SECTOR	CAREER PATHWAYS	INDUSTRY SECTOR	CAREER PATHWAYS
Agriculture and Natural Resources	<ul style="list-style-type: none"> • <i>Agricultural Business</i> • <i>Agricultural Mechanics</i> • <i>Agriscience</i> • <i>Animal Science</i> • <i>Forestry and Natural Resources</i> • <i>Ornamental Horticulture</i> • <i>Plant and Soil Science</i> 	Energy and Utilities	<ul style="list-style-type: none"> • <i>Electromechanical Installation and Maintenance</i> • <i>Energy and Environmental Technology</i> • <i>Public Utilities</i> • <i>Residential and Commercial Energy and Utilities</i>
Arts, Media, and Entertainment	<ul style="list-style-type: none"> • <i>Media and Design Arts</i> • <i>Performing Arts</i> • <i>Production and Managerial Arts</i> 	Engineering and Design	<ul style="list-style-type: none"> • <i>Architectural and Structural Engineering</i> • <i>Computer Hardware, Electrical, and Networking Engineering</i> • <i>Engineering Design</i> • <i>Engineering Technology</i> • <i>Environmental and Natural Science Engineering</i>
Building Trades and Construction	<ul style="list-style-type: none"> • <i>Cabinetmaking and Wood Products</i> • <i>Engineering and Heavy Construction</i> • <i>Mechanical Construction</i> • <i>Residential and Commercial Construction</i> 	Fashion and Interior Design	<ul style="list-style-type: none"> • <i>Fashion Design, Manufacturing, and Merchandising</i> • <i>Interior Design, Furnishings, and Maintenance</i>
Education, Child Development, and Family Services	<ul style="list-style-type: none"> • <i>Child Development</i> • <i>Consumer Services</i> • <i>Education</i> • <i>Family and Human Services</i> 		

INDUSTRY SECTOR	CAREER PATHWAYS	INDUSTRY SECTOR	CAREER PATHWAYS
Finance and Business	<ul style="list-style-type: none"> Accounting Services Banking and Related Services Business Financial Management 	Manufacturing and Product Development	<ul style="list-style-type: none"> Graphic Arts Technology Integrated Graphics Technology Machine and Forming Technology Welding Technology
Health Science and Medical Technology	<ul style="list-style-type: none"> Biotechnology Research and Development Diagnostic Services Health Informatics Support Services Therapeutic Services 	Marketing, Sales, and Service	<ul style="list-style-type: none"> E-Commerce Entrepreneurship International Trade Professional Sales and Marketing
Hospitality, Tourism, and Recreation	<ul style="list-style-type: none"> Food Science, Dietetics, and Nutrition Food Service and Hospitality Hospitality, Tourism, and Recreation 	Public Services	<ul style="list-style-type: none"> Human Services Legal and Government Services Protective Services
Information Technology	<ul style="list-style-type: none"> Information Support and Services Media Support and Services Network Communications Programming and Systems Development 	Transportation	<ul style="list-style-type: none"> Aviation and Aerospace Transportation Services Collision Repair and Refinishing Vehicle Maintenance, Service, and Repair

Standards and Subcomponents

Standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve.

There are two levels of detail in the standards: standards and subcomponents. *Standards* are general expectations of what students should know and be able to do. Each standard has at least two *subcomponents* that elaborate on the specific knowledge and skills encompassed by the standard.

There are also two different *types* of standards in each sector: *foundation* standards and *pathway* standards.

Foundation Standards

There are 11 *foundation standards* that all students need to master to be successful in the career technical education curriculum and in the workplace. These standards are similar to the competencies described in the June 1991 report issued by the U. S. Department of Labor, *Secretary's Commission on Achieving Necessary Skills* (SCANS). The foundation standards are uniform in all sectors, although the subcomponents will differ. They cover the 11 areas essential to all students' success:

- 1.0 Academics
- 2.0 Communications
- 3.0 Career Planning and Management
- 4.0 Technology
- 5.0 Problem Solving and Critical Thinking

- 6.0 Health and Safety
- 7.0 Responsibility and Flexibility
- 8.0 Ethics and Legal Responsibilities
- 9.0 Leadership and Teamwork
- 10.0 Technical Knowledge and Skills
- 11.0 Demonstration and Application

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic content standards (see <http://www.cde.ca.gov/be/st/ss>). The academic standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application. Most academic standards appear in foundation standard 1.0, Academics, although English–language arts standards are listed under 2.0, Communications, as they are broad-based enough to include most communication standards for the sector.

Pathway Standards

The *pathway standards* are concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. Therefore, existing career technical standards, California content standards in the core content areas, and national, regional, and association standards (where available) were consulted as models of content description for technical standards. Each career pathway comprises three to twelve standards with two to six subcomponents per standard.

The Conceptual Model

The conceptual model for the CCTE model curriculum standards was built on the Standards Development Criteria adopted by the Superintendent’s Advisory Group.

CCTE standards:

- Are designed to support a seamless transition to postsecondary education and entry to a career.
- Support mastery of essential employability skills and rigorous academic content standards.
- Are concise statements that reflect the essential knowledge and skills students are expected to master and include foundation standards that apply to all industry sectors.
- Build on existing career technical education standards, appropriate standards established by business and industry, and academic content standards.

The California Department of Education sought a research-based standards model that:

- Encompassed these guidelines
- Reflected the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills
- Included both the core academic content and technical skills taught in a career pathway
- Reflected how students learn, recall, and transfer knowledge

The work of John R. Anderson at Carnegie Mellon University suggests that students learn through the interaction of declarative and procedural knowledge: *declarative knowledge* provides information (facts, events, concepts, and principles); *procedural knowledge* provides the application, or what the learner is able to do with the information. The interaction with these two types of knowledge will give students the ability to adapt and use information and skills in real-world situations.

The Department also screened academic foundation standards by using the ratings developed by Willard Daggett, International

Center for Leadership in Education, reflecting how readily an academic standard can be incorporated into technical instruction.

John Kendall and Robert Marzano of the Mid-continent Research for Education and Learning (McREL), under the regional educational laboratory contract from the U.S. Department of Education, have developed a model that incorporates a research-based format for writing content standards and subcomponents that:

- Incorporates both declarative and procedural statements

- Focuses on the higher-order declarative statements, often expressed as what the student “understands” or “knows”
- Uses clear, concise statements of the underlying (declarative) knowledge and skills and the main, overarching performance requirements (procedural), resulting in fewer but more important standards

The Superintendent’s Advisory Group adopted the McREL format as the basis for development of the *California Career Technical Education Model Curriculum Standards*.

Appendix S.III

After-School STEM Programs

After-School STEM Programs

STEM Teacher Pathways take advantage of California's unique after-school infrastructure to provide pre-service teachers an opportunity to apply STEM instruction practices in an authentic setting. California is home to more than 4,000 state/federally funded after-school programs, serving nearly every high-need school and enrolling more students than programs in the other 49 states combined. A consortium of private foundations, working in partnership with the California STEM Innovation Network, community colleges, and California State University campuses, have committed to investing resources in STEM in after-school settings. California is home to the Coalition for Science After School as well as a number of initiatives designed to offer high quality STEM learning in out-of-school time. Through RttT, two of these initiatives – STEM Teacher Pathways and Citizen Schools – will serve as models for connecting after-school and school-day STEM learning.

Existing after-school programs will serve as settings for STEM Teacher Pathways in which college students pursuing teaching credentials can gain teaching experience using the best of hands-on and/or inquiry-based STEM learning and academic instruction. Research shows that future teachers who learn to provide inquiry-based science as preservice candidates are more likely to incorporate these strategies in their later practice (Windschitl, 2002; Varelas, House, & Wenzel, 2005; Hohloch, Grove, & Bretz, 2007; Cartwright, Corrigan, & Jackson, 2009). The after-school setting provides a venue for high need students to receive high quality extended learning time. The Seeds of Science/Roots of Reading (Seeds/Roots) curriculum (see below) for students in grades 2-5, funded in part by the National Science Foundation and co-developed by the Lawrence Hall of Science and the University of California, Berkeley's Graduate School of Education has been shown to increase reading comprehension, science vocabulary, and science content knowledge (Wang, 2005). By providing teacher credential candidates with the professional development necessary to implement Seeds/Roots, the STEM Teacher Pathway program increases the skills of future teachers to integrate science and literacy through proven instruction strategies while simultaneously providing students with extended learning time in an effective program.

At the middle school level (grades 6-8), Citizen Schools, a program with demonstrated effectiveness, extends the learning day by adding twelve hours of additional time per week in after school settings (Espino, Fabiano, & Pearson, 2004). This includes twice-weekly 90-minute apprenticeships focused on hands-on learning activities that build academic and 21st century skills. Talented volunteer experts from their fields (scientists, architects, lawyers) join a service corps of dedicated staff to help deliver the apprenticeships and serve as a "second shift" of educators. Citizen Schools currently operates in several schools in the San Francisco Bay Area and draws on experts from California's globally leading STEM industries. The organization is now positioned to expand to middle schools across the state.

In both the STEM Teacher Pathways and Citizen Schools programs, lead teachers from the regular school day mentor aspiring teachers working in the after-school settings. This will serve as a model for future after-school programs, also providing additional professional development for existing teachers who may be reluctant to test some innovative teaching/learning models during the regular school day. Funding through the RttT STEM Learning Network partnership will provide seed funding of up to \$500 per pupil to after-school programs willing to join STEM Teacher Pathway programs and offer innovative STEM learning opportunities to all students served by the after school program.

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PROGRAM OVERVIEW



Seeds of Science/Roots of Reading™

Imagine an elementary curriculum that teaches science and literacy at the same time—and deepens student learning in both. This is what teachers asked us for, and this is what we have created. *Seeds of Science/Roots of Reading™* leads to student learning in both science and literacy through curricular integration.

Seeds/Roots units represent a balanced approach to literacy and science learning, drawing on their most mutually beneficial interactions—their powerful synergies—to advance student learning in and across the two domains.

Seeds of Science. Science set within the context of literacy leads students to mastery of standards-based science content through reading, writing, and talking, in addition to firsthand experiences.

Roots of Reading. Literacy learning within the context of science builds on students' curiosity-driven desire to find out, as they learn to read and search books for information that supports and extends their inquiry experiences and write to share their findings. The *Seeds/Roots* literacy approach is designed to advance students' reading and writing and mastery of key language arts curriculum objectives.

Goals and effectiveness. The goals of the program are to:

- Address essential science content through a combination of inquiry activities and text
- Support students' abilities to read, write, and discuss in the context of content-based learning
- Support students' abilities to access and produce content-rich nonfiction texts
- Capitalize on synergies between science and literacy to improve student achievement in both areas
- Achieve instructional efficiencies possible when science and literacy instructional objectives are accomplished in an integrated, not additive, fashion
- Help students develop a set of skills that are generative and transferable across disciplines
- Lead students to understand the nature of science—how scientists read, write, and talk about their work

An evaluation study and field test have demonstrated strong advances in student learning as a result of the *Seeds/Roots* combined science-literacy approach.



Seeds/Roots units have been carefully crafted to address multiple state and national science and English language arts standards.



***Seeds/Roots* employs a multimodal instructional model we call the Do-it, Talk-it, Read-it, Write-it approach.**

Integrating Science and Literacy

The *Seeds of Science/Roots of Reading*™ units are based on three guiding principles:

1. Engage students in firsthand and secondhand investigations to make sense of the natural world.

Firsthand investigations involve students in making observations, conducting tests and experiments, modeling scientific phenomena, gathering data, and searching for evidence. Secondhand investigations involve students in making sense of investigations and data presented in text—books, articles, reports, presentations, and conversations with peers.

2. Employ multiple learning modalities.

Seeds/Roots extends the typical inquiry science instructional model, which most often involves students in firsthand investigations and oral reflection. *Seeds/Roots* extends this model to include reading and writing, thus employing a multimodal instructional model we call the Do-it, Talk-it, Read-it, Write-it approach.

3. Capitalize on science-literacy synergies.

The *Seeds/Roots* approach capitalizes on potential synergies between science and literacy—the places where science and literacy share highly complementary, sometimes identical, learning goals, cognitive processes, and discourse practices.

Development model

The *Seeds/Roots* units are being developed and evaluated under a grant from the National Science Foundation. All *Seeds/Roots* units are extensively field tested in classrooms across the country to ensure that the feedback from educators and students is incorporated into the final commercial product.

Effective

And the results speak for themselves. Research to measure the effectiveness of the *Seeds/Roots* approach has found what teachers have long suspected—that students who learn science and literacy in an integrated fashion make significantly greater gains in both science and literacy learning.

Appendix S.IV

TechNet Programs in Participating LEAs



Current TechNet Industry Partner Programs in Participating LEAs: Description and Application by Race to the Top Assurance Area

1) Intel Math



Intel Math has been implemented in about 15 districts in California. By the end of this summer, almost 2,000 teachers will have received training through the program in seven states.

(B)(3) - Supporting the transition to enhanced standards and high-quality assessments:

Intel Math's focus on number and operations, rational numbers, linear equations, and functions address internationally benchmarked proposed common core K-12 math standards. Teacher understanding of rigorous math enhances student learning.

(D)(5) - Providing effective support to teachers and principals: Once teachers get more grounded in the mathematics, they spend time analyzing the same mathematics in student work. Intel Math offers an aligned Mathematics Learning Community curriculum for teachers to sustain collaboration to improve their overall effectiveness of instruction.

(E)(2)ii – Turning around the lowest achieving schools: The most recent NAEP math scores highlight an achievement disparity between Hispanics and African Americans and the other sub-groups. Intel Math offers a solution to address this disparity by helping teachers better understand mathematics, differentiated instruction in mathematics, and student understanding of mathematics.

Description: The Intel Math course provides 80 hours of mathematics instruction via a problem solving approach and is delivered by a practicing mathematician and a math educator team of certified instructors. Intel Math examines the arithmetic, geometric and algebraic relationships of: operations, number theory, place value, rates, rational numbers, linear equations and functions all through problem solving. Participating teachers learn mathematics by doing lots of rigorous mathematics and they learn pedagogical transfer via excellent instructor role modeling, via examining the mathematics within student work and via an on-going professional learning community. While the program is all done face-to-face at this time, Intel is exploring options to morph it into a hybrid on-line model.

2) IISME – Industry Initiatives for Science and Math Education

(D) (5) (i) Quality professional development: IISME Summer Fellowships provide teachers with the unique experience of immersing themselves in cutting edge research projects and the real- world



applications of science and math. The evidence supporting the efficacy of the IISME model implores us to replicate these experiences to benefit hundreds more teachers and thousands more students. By working closely with STEM professionals in industry and research settings and with veteran teachers and

peers, IISME teachers can transfer new content knowledge, resources and enthusiasm for STEM subjects and careers to their students. The IISME Summer Fellowship Program has a much broader impact on science, technology, engineering and mathematics education than many other forms of teacher professional development. The new peer-reviewed lessons and curricular materials developed by IISME Fellows and tied to state and national standards are available to teachers in any community via IISME's Community Website (www.community.iisme.org).

Description: IISME's Summer Fellowship Program provides paid summer internships for teachers in industry, universities and research laboratories. Teachers are paired with scientists and engineers and earn \$8,200 for the summer. In addition to learning new science and math content and engaging in stimulating hands-on projects, with support from expert curriculum developers and their peers, participants develop an Education Transfer Plan (ETP) for transferring their experience into updated and enriched classroom instruction. These lessons are linked to the national science, math, and technology teaching standards and are disseminated widely via IISME's Community Website. Each summer approximately 95% of IISME veterans report that their summer fellowship was the best professional development experience of their professional education career and that they do apply what they learned directly back into their classrooms. Well over 90% of IISME mentors say they would re-hire their IISME Teacher Fellow and 95% their IISME Fellows' work was beneficial to their organization. IISME veterans' retention rate is more than twice that of their peers in the state and nation, saving their districts thousands of dollars in teacher turnover costs. In the past 25 years, IISME has arranged almost 3,000 Summer Fellowships for K-14 Bay Area teachers at almost 200 sponsor workplaces, including TechNet companies. IISME Teacher Fellows have reached over 2 million students, approximately 35% of whom are educationally disadvantaged and traditionally underrepresented in science and engineering fields. IISME is currently placing between 125 and 150 K-14 teachers in IISME Summer Fellowships in the Bay Area, including San Francisco Unified School District Teachers. IISME is also serving a small group of San Diego area teachers this summer and plans to expand to Los Angeles and Orange counties in summer 2011.

3) Intel Teach



Intel® Teach professional development promotes standards-aligned, project-based approaches to learning. Participants build units of instruction that engage students with 21st century skills and appropriate use of technology. The Intel Teach Affiliate (ITA) program, with SEAs and LEA stakeholder commitment and support, provides training and resources to develop train-the-trainer and project management capacity to ensure quality and fidelity in statewide deployment of research-proven Intel Teach professional development. Participants in the proposed project will join 14 other SEAs in building strong statewide capacity for quality deployment as an Intel Teach Affiliate.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments: Intel Teach directly supports improvement of teachers and leaders skills for transition to effective classroom instruction focusing on attainment of enhanced standards and implementation of high quality assessment. Participating teachers develop units of instruction engaging students in project based inquiry targeting challenging new standards. They use online assessment building resources to develop standards-aligned assessment timelines, engaging students in assessment activities pre, during and post

instruction, including self assessments, peer assessments and teacher led assessments using a variety of tools and approaches (<http://educate.intel.com/en/AssessingProjects>).

(D)(4) Improving the effectiveness of teacher and principal preparation programs, and (D)(5) Providing effective support to teachers and principals: Originally designed by classroom teachers for in-service professional development, the Intel Teach program was expanded to support teacher and school leadership preparation. Pre-service institutions around the United States and world now incorporate Intel Teach curriculum in required coursework, with research evidence demonstrating positive impact.

4) MIND Research Institute “ST Math Program”

MIND Research Institute
A neuroscience and education research-based non-profit corporation



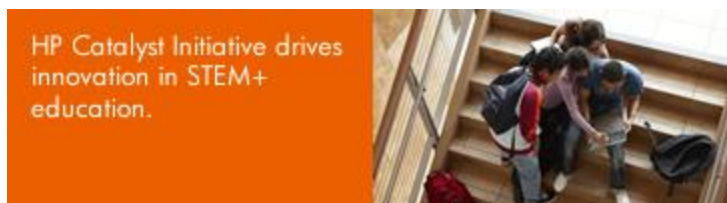
(C)(3) - Using Data to Inform Instruction: ST Math’s on-line instructional system collects student keystrokes and other data. This data is used to provide on-line student class and school reports for students, teachers and principals. These may be used for short term management, longer term trend analysis and for teacher evaluation.

(D)(5) - Providing effective support to teachers and principals: ST Math provides professional development training and practices that enhances teaching quality. On average teachers receive 1 ½ days of training in neuroscience, game theory, how games illustrate math standards and student results. Based on large scale experience and data, they learn the correlation of student achievement with student time on-task and the value of a consistent, disciplined learning process. It is reinforced by school support staff in the field that monitors class programs and intervene constructively when classes fall behind.

Description: The MIND Research Institute ST Math program deploys math instructional software and systems that enable elementary and secondary students to master math. ST Math text and instructional software is being used to boost algebra-readiness in California, particularly for rebuilding the foundations of math (grades 2 to 7) for struggling students.

5) HP Catalyst Initiative

Through the Catalyst Initiative, HP is supporting a global network of consortia that will explore more effective approaches to science, technology, engineering and math (STEM) education. In 2010, each of



5 consortia will receive more than \$1 million in technology, cash, and professional assistance. The goal is to create international collaborative “sandboxes” of innovation that will explore what the future of STEM education can look like—a future where students use their technical and creative ingenuity to address urgent social challenges in their communities and around the world. While HP cannot provide any preferences in evaluating applications, HP will work with interested participating districts to educate them about this program and how they can apply. HP will give extra consideration to proposals that serve low income students.

Appendix S.VI

ePortfolio Summary

ePortfolio

An electronic portfolio, also known as an ePortfolio or digital portfolio, is a cohesive, powerful, and well-designed collection of electronic documents that demonstrate skills, education, professional development, and the benefits to a selected audience.

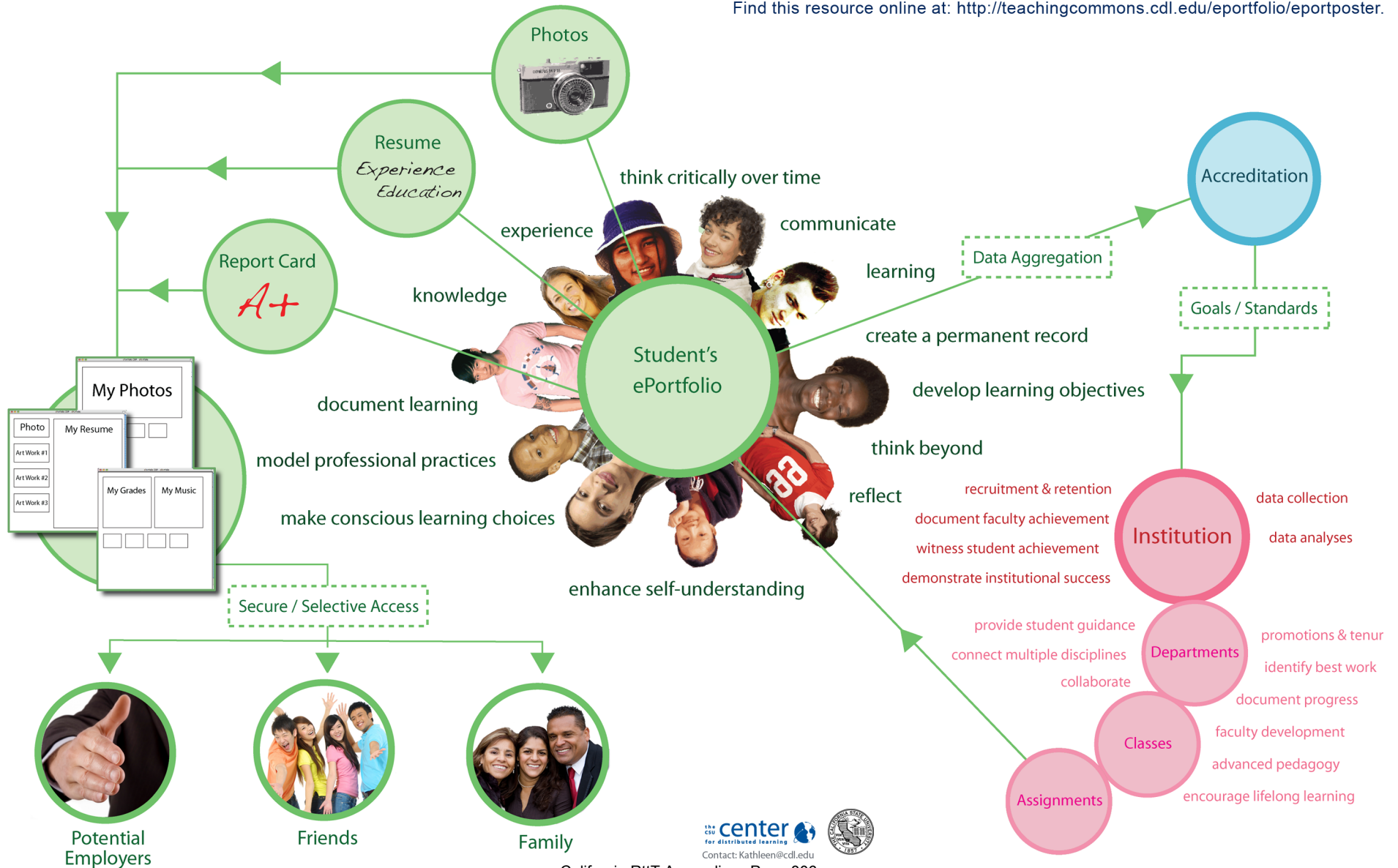
ePortfolios have an edge over the traditional, paper-based variety because there is a considerable increase in the range and quality of services that can be provided to individuals and the community. Students are able to apply to college

or to businesses showing these complete examples of their work; something much richer than test scores and grades. The development of the electronic job market has seen a rise in the usage of ePortfolios. Organizations can considerably cut

costs by recruiting online and, due to the spread of the internet, are able to find better job matches online than through conventional recruitment mediums.

From www.wikipedia.com

Find this resource online at: <http://teachingcommons.cdl.edu/eportfolio/eportposter>.



E-Portfolio Screenshots

David Wernette's E-Portfolio - Mozilla Firefox

http://students.ed.uiuc.edu/dgwernet/report/index.htm

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ePortfolio Student Examples | David Wernette's E-Portfolio

David Wernette's E-Portfolio



I am a Junior majoring in History and minoring in Secondary Education at the University of Illinois at Urbana-Champaign. To find out more about me, visit the pages below.

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ePORTFOLIO

irwin HOU

introduction:

Here at New York City College of Technology I am further developing my skills as a designer as well as pursuing a degree in Communication Design. As a student of design I find it very important to learn about all aspects of design, whether it be for the web, print or other forms of media. Since the college offers curriculums in Advertising, Graphic and Web Design, I plan on taking advantage of all three by enrolling in as many classes as I can in those three curriculums before I graduate.

I am currently working part-time at a small design firm where I assist in various duties ranging from web and graphic design to the fabrication of custom displays. This job has allowed me to further develop my skills in Adobe Photoshop, Illustrator and InDesign. They have also introduced me to programs like CorelDraw and AutoCAD. I have also been interning at a web development company where I am able to develop my skills in Flash and ActionScript as well as PHP and MySQL.

Having spent numerous hours in front of the computer for school, work, and personal studies, I can say that I am proficient in Adobe Photoshop, Illustrator, Dreamweaver, Flash, InDesign, Quark XPress, XHTML, and CSS. Examples of my academic work can be found in the Academic Samples section of my ePortfolio.

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Appendix S.VII

Expanding Learning Time Report

Expanding Learning Time

How the Edwards Middle School in Boston partnered with Citizen Schools to transform the learning day

BY KATE CARPENTER BERNIER

APRIL 2008

This paper explores the promise of Expanded Learning Time (ELT) reforms through a case study of the Edwards Middle School in Boston and its partnership with the after-school provider Citizen Schools. This struggling urban middle school partnered with staff from Citizen Schools and other outside organizations to provide students with large blocks of focused math support and hands-on electives during the additional time. This “partner-dependent model” resulted in promising academic gains after the first year of implementation.

Expanded Learning Time and the Massachusetts pilot

EXPANDING LEARNING TIME in schools, particularly for students from low-income communities, is gaining currency in the education reform movement. Senator Edward Kennedy and Congressman George Miller, the committee leaders in charge of reauthorizing the No Child Left Behind Act (NCLB), are both promoting large demonstration programs to expand learning time as part of their reauthorization designs. Bill and Melinda Gates and Eli Broad have identified more learning time as one of three top priorities.

Massachusetts, which piloted ELT in ten schools in 2006–07, is on the leading edge of this movement. The non-profit organization *Massachusetts 2020*, a leader in after-school education, was a driving force behind the legislature’s approval of an ELT pilot program in 2006. During the first year of the program, ten participating schools across the state were given the opportunity to expand their hours by 30 percent or more for all students in exchange for an additional \$1,300 per student in state funding.

The Edwards model: partner-dependent ELT

The **Edwards Middle School** in Boston joined the first cohort of ELT pilot schools, implementing ELT in fall 2006. In launching ELT, Principal Mike Sabin and his staff built on several years of reform attempts by retaining and strengthening their emphasis on teacher teaming, mathematics, the arts, small class size, alignment with state standards, student choice, and simplicity. Finding

that many school-day teachers would not choose to work the extended hours, Sabin brought outside providers into the planning process early. *Citizen Schools*, which had previously served the school through a voluntary after-school program, was asked to work with the entire 6th grade class during the additional time. For the Edwards, this partnership meant that a trusted program would take full responsibility for this group of students during the added time; it also meant the opportunity to leverage the Citizen Schools program with those students in future years. For Citizen Schools, the partnership brought questions about adapting its model to the new regime of ELT, but it also brought freedom from the pressure of recruiting students and greater integration with school staff and culture.

As adopted by the Edwards, ELT increased learning time by 31 percent. Where students had previously been dismissed at 1:30pm every day, they now remained until 4:30pm. Monday through Thursday and were released at 11:40am on Fridays while staff participated in planning and professional development. During the added time, all students spent an hour in Math League, with teams of 10–15 students working together to learn and practice math concepts to make math engaging and social. Following Math League, 6th graders participated in other elements of the Citizen Schools program, including “apprenticeships”, hands-on learning experiences taught by volunteer “Citizen Teachers” in which weekly sessions over a semester culminate in a “WOW! event,” where students demonstrate their new skills. Seventh and eighth graders participated in electives such as robotics, swim team, English Language Arts Allstars, Latin dance, karate, and musical theater taught by Edwards staff and outside providers.

California RttT Appendices Page 809

The Results

AT THE END of year one of implementing the partner-dependent ELT model, the Edwards faculty and partner staff were hopeful that their time, planning, and effort would pay off in improved student performance. They knew that the students were experiencing more arts, academics, athletics, and hands-on learning than they had before. They knew that students enjoyed the longer day and parents were pleased. But the Edwards had a history of disappointment when it came to the most public measure of their success: the set of state exams known as the MCAS (Massachusetts Comprehensive Assessment System).

When MCAS scores were released, Edwards students demonstrated dramatic gains, including across-the-board improvement in math scores. These gains far exceeded the statewide average and established the Edwards as a leader among the schools participating in the ELT pilot.

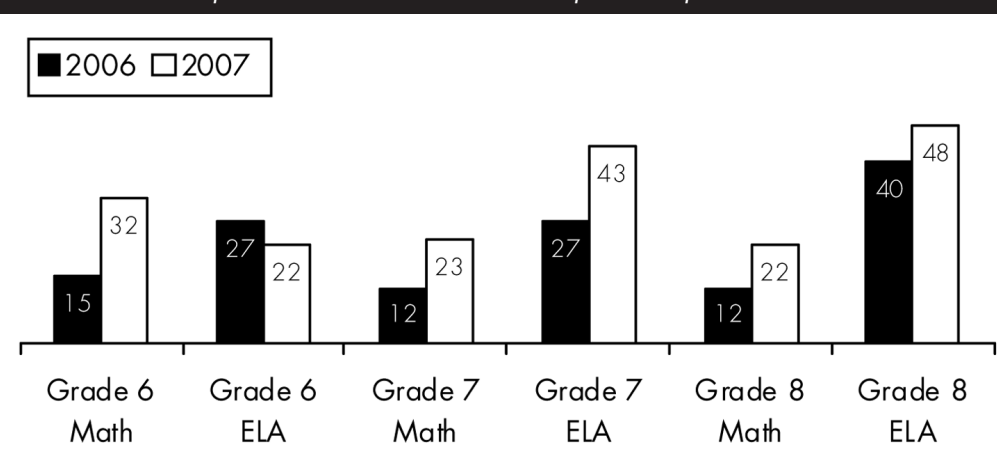
Lessons from the Edwards experience

Despite some bumps in the road, the first year of ELT built the foundation for a strong partnership among the teams at the Edwards and at Citizen Schools. But questions remain about the financial costs of the improvements, how broadly the initiative can be scaled, and whether and how the range of ELT models will continue to show improved results.

To the right are two sets of recommendations, one geared toward practitioners and one toward policymakers, interested in implementing a partner-dependent ELT model.

Changes in MCAS proficiency rates, spring 2006 to spring 2007

Before and after implementation of ELT schedule and partnership



Recommendations for practitioners

1. **Start planning early**, ideally a year before the program is scheduled to launch.
2. **Stage goals**. Envision three years and stagger your targets.
3. Initiate and maintain a **close collaboration** between school leadership and your partner organization leadership.
4. **Build time for common planning** and ongoing problem solving between partner teachers and regular school teachers.
5. Select **teachers who are given responsibility** for helping the partner(s) succeed.
6. Target content to **level the playing field**. Split extra learning time between core academics and enrichment and customize it for individuals.
7. **Build longer periods** to minimize transitions and enable off-site classes to expose children to outside people and places.
8. **Cultivate a love of learning** in disengaged students. Resist the urge to use all or most of ELT for traditional academic instruction. Struggling students will rebel if the longer day just means more time accentuating their weaknesses.
9. **Give young people choice**. Students are happier—and more ready to learn—when they have a say in the programming of their day.

California RttT Appendices Page 810

Recommendations for districts and states

1. **Require all students** in a school or at least all students in a grade **to participate** in extra learning time to ensure a sense of community and fairness.
2. **Don't compel school-day teachers to work**. Adjust the schedule so that in-school teachers have the option to work part but not all of the additional ELT time.
3. **More time**. Adding 2.5 to 3 hours per day, at least four days per week, allows for a full hour of extra academics and 90 to 120 minutes for meaningful enrichment activities.
4. Anticipate that the **resource-heavy students** in your school will **need at least the same level of staff support** in a longer day.
5. **Set a realistic budget** that allows for high-quality service to high-need students.
6. Plan for a **multi-year investment in staff**, both from the school and from external partners.
7. Plan for **private/public cost sharing**. Just as schools can't do it alone, neither schools nor their nonprofit partners can fund ELT independently.

Appendix S.VIII

STEM Pathways Project Plan



Science, Technology, Engineering, and Math (STEM) Pathways

Project Plan

July 2009

A project of the K-20 California Educational Technology Collaborative
and the California Virtual Campus, prepared for submission to the
California State Legislature, to fulfill SB 1437 Section 78910.20

Executive Summary

Preparing the 21st Century Workforce

Meeting the demands of the 21st century will require California's schools, colleges, and universities to provide students of all ages with a broad range of skills, knowledge, and abilities. Core subject knowledge in reading, language arts, mathematics, economics, science, and history will no longer be sufficient to meet the needs of tomorrow's workforce. In today's world, literacy and literate practices valued by educators and employers alike include the ability to think critically, innovate, solve problems, and work as a member of a team. In addition, many occupational fields slated for growth in the next decade will require a solid foundation in science, technology, engineering, and mathematics (STEM) in order to be a productive member of the workforce. Solid knowledge in STEM fields, along with analytical, problem-solving, and critical thinking skills is increasingly essential for the economic prosperity of the state and its inhabitants. America's ability to compete in the global economy is directly tied to our ability to prepare students in STEM fields.

STEM knowledge is relevant to a wide range of emerging "green careers." California and the rest of the nation are moving towards building a more sustainable world by decreasing the use of fossil fuels, decreasing pollution and greenhouse gas emissions, increasing energy efficiency, recycling materials, and developing renewable energy sources. As a result, policymakers and educators are focusing

on what is needed to produce a skilled workforce capable of participating in a green economy that requires a solid STEM foundation.

The responsibility for preparing the nation's workforce traditionally rests with educators in public schools, colleges and universities. Many groups are now acknowledging the fact that people learn in multiple settings – in schools, familial settings, at work, and in a variety of community organizations.

Technology is a tool that can empower and encourage learning and communication within and across these settings.

This plan addresses how technology can be used to bridge these multiple learning environments and help prepare a diverse and highly-skilled STEM workforce. The following goals and strategies focus on how using technology tools such as videoconferencing and open-source digital learning resources, curricula, and programs, can enable California, over the next five years, to reach and provide lifelong learning opportunities to students and incumbent workers.

“We will harness the sun and the winds and the soil to fuel our cars and run our factories. And will transform our schools and colleges and universities to meet the demands of a new age. All this we can do.”

*—President Barack Obama
January 20, 2009*

Appendix S.IX

The Real Game California Report

Stepping Into Stem

Relevant Assurance: (B)(3) Supporting the transition to enhanced standards and HQ assessments

The California STEM Learning Network will facilitate joint work by participating districts and other key stakeholders such as representatives from the California Department of Education and the California Career Resources Network to create a summer program, known as *Stepping Into STEM*. This program will prepare participating middle and high school students to pass the state high school exit exam in mathematics and English Language Arts while also providing opportunities to see the relevance of these subjects to their futures, explore careers, and make informed decisions about enrollment in STEM pathway programs. *Stepping into STEM* will combine two proven programs into a single summer experience: *Stepping Into Your Future* includes two multiple-award winning online resources developed by a consortium of K20 educators and researchers, including but not limited to the Los Angeles Unified School District, the Los Angeles Trade and Technical College, and the University of California, Los Angeles. These have helped many students across the state pass California's high school exit exam in mathematics and English Language Arts. The math program combines short videos of math concepts in real world settings, interactive games/lessons that apply the concepts to work based contexts, and then helps students work on the problems as they will appear on the exam. These resources, currently used by older students who have failed the exam multiple times, can help middle school students as they transition into rigorous English and mathematics coursework upon entry to high school.

Combining the *Stepping Into Your Future* online academic support program with an online career exploration program, *The Real Game California* (see program overview on the following pages) would help students see the relevance of the English and math content to their personal goals and college/career plans. It would also help students make informed choices regarding enrollment in the STEM pathway programs described elsewhere in this application. Recent additions developed via a U.S. Department of Labor grant offers students playing the *Real Game* opportunities to explore green careers. An online wiki site has been created to allow *Real Game* instructors around the globe to share such "add-on" resources with one another. Using STEM funding provided in this application, a STEM Learning Exchange partnered with the State will combine *Stepping into Your Future* and *The Real Game California* into a summer program for middle and high school students that will be known as *Stepping Into STEM*. Initial funding will support the participation in this program for up to 1,000 students at a rate of \$350 per student for a two-week period.



Preparing ALL Middle & High School Students for Success Beyond High School!

The Real Game California™



The Real Game California™ is the latest addition to the internationally popular and effective *The Real Game Series™* being used in over 50,000 classrooms in ten countries. This career development curriculum has now been adapted for Californians ages middle school on up!



Teachers, administrators, and parents report:

- *academic achievement improves*
- *attendance improves*
- *behavior problems diminish*

All activities in **The Real Game California™** have been aligned with:

- California [Academic] Content Standards
- California Career Technical Education Model Curriculum Standards
- Equipped for the Future Content Standards for Adult Literacy and Lifelong Learning
- National Career Development Guidelines (rev. 2004)
- American School Counselor Association (ASCA) National Standards for Student Academic, Career and Personal/Social Development
- Secretary's Commission on Achieving Necessary Skill (SCANS) Employability Skills

In 2005, The Real Game California was piloted in 19 California sites with 650 participants! In May 2006, Jack O'Connell, Superintendent of Public Instruction launched The Real Game California!

You know the problems:

In today's world...

Even High School Graduates are Not Ready for Adult Life

Too few students see personal relevance in their studies:

- Only 28 percent of 12th grade students believe that school work is meaningful

- Only 39 percent believe that school work will have any bearing on their success in later life

(National Center for Education Statistics and reported in The Condition of Education 2002)

- In California, the 2001 graduation rate was 68.9% (Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001 The Urban Institute/Education Policy Center, February 2004)

- Employers say 70% of high school graduates lack the applied [transferable] skills needed for entry level jobs.

(October 2006/News Release - Conference Board)

The Real Game
California (TRGC)
fills the relevance
& applied skills
gaps in
education!



Through experiencing up to 74 unique and distinctly Californian adult life/work roles, students (from middle school ages on up) learn career self-management competencies (knowledge, skills, attitudes). The curriculum uses current California economic and workforce information and occupations.

Some of TRGC Key Learning Objectives:

By actually playing the "game", students learn about the world of work,

career planning, decision making (and its conse-

quences), time and money budgeting,

financial planning, resume writing, coping with change, forming healthy alliances, creative writing, setting and achieving life goals, self-awareness, and how each student's unique qualities and abilities affect work/life satisfaction.

AND...how their school subjects, skills, attitudes, and character prepare them for life success.

Students love playing The **Real Game California**, and the relevance of the "game" to their lives helps students focus more on their future and appreciate the importance of lifelong learning. The game focuses on teamwork and community interactions, and provides opportunities for parental involvement throughout the process. TRGC employs challenging and entertaining learning techniques that engage students' imaginations.

The curriculum is affordable, self-contained, and easy to use. The curriculum facilitates with groups of 10 or more students. Times will vary according to how the facilitator chooses to augment the sessions.

lumn takes approximately 28 hours to fully
to how the

The Real Game California™

\$450 per kit

Includes all the materials needed
for indefinite use as described
in the site/individual license.



(Visit the California Career Resource Network (CalCRN) website
www.CaliforniaCareers.info or call (916) 323-6544 for more details.)

Appendix S.X

Description of the California STEM Learning Network (CSLN)

The California STEM Learning Network

Science • Technology • Engineering • Mathematics

THE CALIFORNIA STEM CHALLENGE

California is known for its scientific and technological innovations. Individuals in all parts of the world experience a wide range of benefits from such innovations every day. Examples include major life science and biotechnology breakthroughs, green energy and design, sustainable resource and agricultural advances, the personal computer, handheld devices, Internet connections, electronic medical records and web based collaboration tools that benefit our quality of life and enable global communications, productivity and efficiencies.

Innovations like these are conceived, designed, and brought to life by individuals with strong backgrounds in Science, Technology, Engineering and Math – STEM. The ready flow of STEM talent has enabled California companies to be leaders across the globe, but we are falling behind in preparing our students to keep pace with and adapt to a world that is being transformed by science and technology. The California STEM Learning Network (“CSLNet”) is being formed by educators, business leaders, program providers, and members of the philanthropic community to ensure today’s students have access to high quality, world-class STEM learning opportunities so that they can become the next generation of innovators in California, prepared to lead an increasingly complex and competitive world.

To achieve this, CSLNet is working to transform education policies, programs and practices in California to address a fundamental crisis in the U.S. educational system. Consider how 15-year-old students in the U.S. compare in STEM knowledge to their peers in other countries in PISA, an internationally standardized assessment, in 2006:

We will harness the sun and the wind and the soil to fuel our cars and run our factories. And will transform our schools and colleges and universities to meet the demands of a new age. All this we can do.”

- President Barack Obama

- U.S. students perform in the bottom third of OECD nations in science.
- U.S. students perform in the bottom quartile of OECD nations in math.

California’s performance is even more disappointing when compared to the rest of the U.S. using data from the National Assessment of Educational Progress:

- California fourth graders rank in the lowest quartile of U.S. states in both science and math proficiency.
- Nearly one-third of California’s eighth grade students score “below basic” in math and 43 percent score “below basic” in science.

WHAT IS THE CALIFORNIA STEM LEARNING NETWORK?

CSLNet is a new, non profit entity supported by the Bill and Melinda Gates Foundation, the S.D. Bechtel, Jr. Foundation, Battelle Memorial Institute, and many others to confront and resolve California's STEM challenge. Presently, CSLNet is bringing together leaders from the formal education (i.e. schools, colleges and universities), informal education (i.e. science museums, libraries, media, etc.), business, science and technology, policy, and philanthropic communities to create a statewide STEM network that will develop, continuously revise, and advocate for a cohesive STEM education agenda for California. The network operates at the state, regional and local levels to ensure all California students have access to world-class STEM learning opportunities and resources. CSLNet is building partnerships with other statewide STEM networks that are proliferating within the national landscape, and will incorporate research and lessons learned in California and elsewhere to accelerate student outcomes in STEM learning and achievement.

WHAT WILL A CALIFORNIA STEM LEARNING NETWORK DO?

CSLNet believes that students from all backgrounds can be successful in STEM if they have access to high quality teaching and learning opportunities, including those that feature hands-on, inquiry-based, applied, and career relevant experiences. Our goals are to:

- **Promote STEM literacy among all students in grades K-14; and**
- **Address California's workforce needs by increasing the number of students who obtain STEM or STEM-related degrees and certificates, and who possess the 21st Century skills required by employers.**

To achieve these goals, and to transform California as a leader in STEM education innovation across the U.S. and around the globe, we must apply scalable and sustainable approaches that will accomplish the following:

- ☑ Increase high quality STEM learning opportunities for all K-14 students both in and out of school;
- ☑ Build students' enthusiasm for STEM, and their knowledge and capacity to apply STEM to address real world challenges facing our daily lives;
- ☑ Enhance students' ability to communicate and collaborate, leveraging technology and tools commonly used in STEM disciplines and study;
- ☑ Prepare educators with ongoing professional development opportunities to advance students' STEM learning in different contexts; and
- ☑ Generate and implement new knowledge about effective STEM education programs and practices.

CONSTRAINTS AND OPPORTUNITIES

California faces significant constraints in delivering quality STEM education, including but not limited to:

- Shortages of qualified STEM educators confident in their STEM teaching abilities, and fragmented and shrinking professional/career development opportunities;
- Time constraints during the regular school day, especially in early grades, created by accountability provisions of the No Child Left Behind Act;
- Limited funding for hands-on science materials and technology resources, tools, and support; and
- Significant inequities in students' access to in-school and out-of-school STEM learning opportunities.

CSLNet is seeking to leverage unique California assets to counterbalance these challenges and to advance a robust STEM education initiative. These assets include:

- Fully developed high-speed, high-bandwidth K-20 research and education telecommunications network;
- Hundreds of high quality, research-based STEM programs and services;
- Extensive federal and state funded site-based after-school programs located in our most challenged schools;
- Robust business sector with STEM expertise and leadership;
- STEM-rich institutions, including science museums and national labs; and
- Strong public higher education systems.

PRELIMINARY RECOMMENDATIONS AND AREAS OF FOCUS



Through an initial planning phase, including preliminary discussions with multiple stakeholders, CSLNet has identified one structural and five programmatic areas of focus for its statewide STEM initiative. Structurally, CSLNet is establishing an organizational network that is working to connect efforts among STEM industry leaders, educators, researchers, program providers, funders, and others to cohesively advance STEM education in California. This **STEM Learning Network** will

leverage the state's vast technology infrastructure to connect resources and to help scale and sustain CSLNet initiatives. The network consists of:

- A **STEM Council** comprised of program providers and representatives from the education and business sectors who advocate on behalf of the CSLNet and help secure the resources needed by network participants;
- A **STEM Collaborative** that convenes leaders from state agencies, state and federally funded STEM programs, K-12 and higher education, and the policy sector to identify ways of leveraging existing resources, and to build consensus around policy recommendations to ensure STEM success;
- **Regional STEM Champions** affiliated with CSLNet who work with a broad coalition of stakeholders at the local level to increase STEM learning opportunities inside and outside of the classroom; and
- Core staff at a **Network Operations Center** who ensure effective communications among all the groups and coordinate the work of the three tiers of the Network.

Working through the **STEM Learning Network** to realize transformative, scalable and sustainable change, CSLNet proposes to focus its initial work on five programmatic areas summarized below:

1. STEM Policies and Advocacy;
2. STEM Teachers, Leaders and Mentors;
3. Technologies and Technical Support for the STEM Community;
4. STEM Virtual Campus; and
5. STEM in Out-of-School.

1. STEM Policies and Advocacy

CSLNet monitors the research and policy landscapes, establish a process for developing an annual STEM policy and advocacy agenda, and issue evidence-based policy briefs periodically. Initial areas of focus include:

- Advance efforts to adopt technology and engineering standards with attention to their integration with new common core standards in science and mathematics;
- Advocate for policies and strategies related to teacher and administrator recruitment, preparation, induction and ongoing career development;
- Expand STEM learning opportunities through strategies that infuse project-based STEM instructional approaches incorporating real world applications both in and out-of-school;
- Develop technology strategies to foster communication and collaboration among STEM educators and students, expanding their access to STEM learning resources during and beyond the school day;
- Identify, support, and promote the efforts of the many STEM education champions across the state; and
- Work in partnership with other state networks to revise the accountability provisions of the No Child Left Behind Act (as part of the reauthorization of the Elementary and

Secondary Education Act) to prioritize student literacy in science, technology and engineering in addition to mathematics and language arts.

2. STEM Teachers, Leaders and Mentors

Transformational success in education will rely on a larger community supporting students' engagement with each other, their teachers and parents, adult mentors, and others who are willing to share their encouragement and expertise. CSLNet is working to develop and connect a broad coalition of community resources, including STEM-rich institutions such as informal science centers and federal labs, to support California's students and teachers in their STEM learning and engagement.



In particular, the professional expertise of teachers, administrators and informal educators is critical for the academic success of students. The CSLNet focuses on issues related to the recruitment, preparation and retention of qualified and highly effective STEM educators and professionals. Priority issues identified for early attention may include:

- Re-envisioning STEM teaching as a professional career, connecting teachers and community college faculty to the wider scientific community, and introducing more systematic career development of educators in STEM disciplines and pedagogy;
- Fostering public-private partnerships and statewide and local programs to strengthen teacher/faculty preparation and professional development in inquiry and project-based approaches to STEM teaching;
- Developing online professional development and professional learning communities for teachers, community college faculty, administrators, and informal educators.

3. Technologies and Technical Support for the STEM Community

The CSLNet is working to make extensive use of information technology, tools and effective practices to provide students and teachers with expanded access to resources that foster communication, collaboration and the advancement of educational and career goals. CSLNet is promoting partnerships among educators, program providers and industry to advance technology-enabled STEM learning resources and practices. These efforts are supported by underlying research and development to inform continuous improvement. Examples of partnerships or programs currently in the exploration phase include:

- A wide range of stakeholders working together to develop a technology-based STEM game to engage students and accelerate STEM learning;

- An e-portfolio system that documents students' diverse and individualized accomplishments in STEM activities, which also enables CSLNet to track and evaluate pathways leading to STEM literacy and greater numbers of students pursuing STEM in college and careers;
- Technology-assisted opportunities for supporting student and teacher access to physical resources, such as kit-based science resources, hands-on materials, and environmental/agricultural resources; and
- E-textbooks and e-content.

4. The STEM Virtual Campus

CSLNet is working to realize the vision of a statewide STEM Virtual Campus that offers STEM learning opportunities through the delivery of online courses and programs for credit toward a certificate or degree. Affiliated higher education providers, with place-based support from a local educator, are working together to build the capacity to offer high school students and adults the opportunity to enroll in online STEM courses. Program content will be available to any educator as a teaching resource. This co-teaching model enables direct instructional learning opportunities to students and provides a co-expertise model of professional development for STEM educators.

5. STEM in Out-of-School

California has significant resources in a well-developed after-school infrastructure across the state and a wealth of STEM-rich institutions, including private and non-profit entities such as science centers, national labs, media and industry, that provide quality out-of-school STEM content and programs to students. More than 4,000 programs serve the highest need schools and students in the state between the hours of 3 and 6 p.m. daily. These environments provide valuable opportunities for leveraging hands-on and technology-enabled STEM instruction to engage students and extend their STEM learning. CSLNet is working to advance out-of-school

STEM learning opportunities in after-school, summer, and weekend programs, and is exploring ways of connecting in and out-of-school learning experiences from the perspective of students, teachers and after-school providers. Out-of-school and after-school programs offer a valuable setting for aspiring teachers to gain teaching experience while they are pursuing their credential, especially if these individuals can interact with experienced teachers and educators.



CALIFORNIA STEM LEARNING NETWORK GOVERNANCE

The California STEM Learning Network's planning process was lead by an Executive Leadership Team and a larger Project Coordination Team. The Executive Leadership Team members were:

Warren Baker, President, Cal Poly San Luis Obispo

Warren J. Baker has served as President of Cal Poly San Luis Obispo for over 30 years. Under his leadership, Cal Poly has been recognized by U.S. News & World Report as one of the top public, regional universities in the West for over a decade. The College of Engineering has been named among the top public undergraduate programs in the country. The College of Agriculture is the fourth largest undergraduate agriculture program in the nation. Cal Poly's College of Architecture and Environmental Design was ranked as one of the best undergraduate architecture programs in the United States at producing "graduates most prepared for real-world practice" by Design Intelligence journal. The college has produced one of every five architects in the State and one of every 20 in the country.

Dr. Baker co-chaired the planning effort, and has worked to ensure that the spirit of innovation and commitment to excellence so abundant at Cal Poly, is reflected in the work of CSLNet.

Susan Hackwood, Executive Director, California Council on Science and Technology (CCST)

Susan Hackwood is currently Executive Director of the California Council on Science and Technology (CCST), and Professor of Electrical Engineering at the University of California, Riverside. CCST is a not-for-profit corporation comprised of 200 plus science and technology leaders of the highest distinction. Sponsored by the key academic and federal research institutions in California, CCST advises the state on all aspects of science and technology including energy, information technologies, biotechnology, nanotechnology, stem cell research, healthcare technologies, climate change, disaster prevention technologies, intellectual property, technical workforce development, and education.

Dr. Hackwood co-chaired the CSLNet planning effort. Among other things, her active involvement has ensured that CSLNet's efforts will be informed and closely aligned with emerging research of the National Research Council and other entities that build consensus around state of the art STEM knowledge and practices.

Dennis Bartels, Executive Director, Exploratorium

Dr. Dennis M. Bartels is a nationally known science education and policy expert, Dr. Bartels holds a Ph.D. in Education Administration and Policy Analysis from Stanford University. He also has the distinction of being named a Fellow on Education by the American Association for the Advancement of Science (AAAS) for his leadership in systemic science education reform, information science education, and research and development of innovative mathematics, science, and technology curricula. Before taking on the role of Exploratorium Executive Director, Dr. Bartels served for five years as President of TERC (Technical Education Research Centers), a leading national mathematics, science, and technology education research and development center in Cambridge, Massachusetts.

Dr. Bartels consulted with Ms. Couch on all aspects of the CSLNet planning process and helped Ms. Couch develop CSLNet's blueprint for action.

Stephanie Couch, Director, California STEM Learning Network (CSLNet)

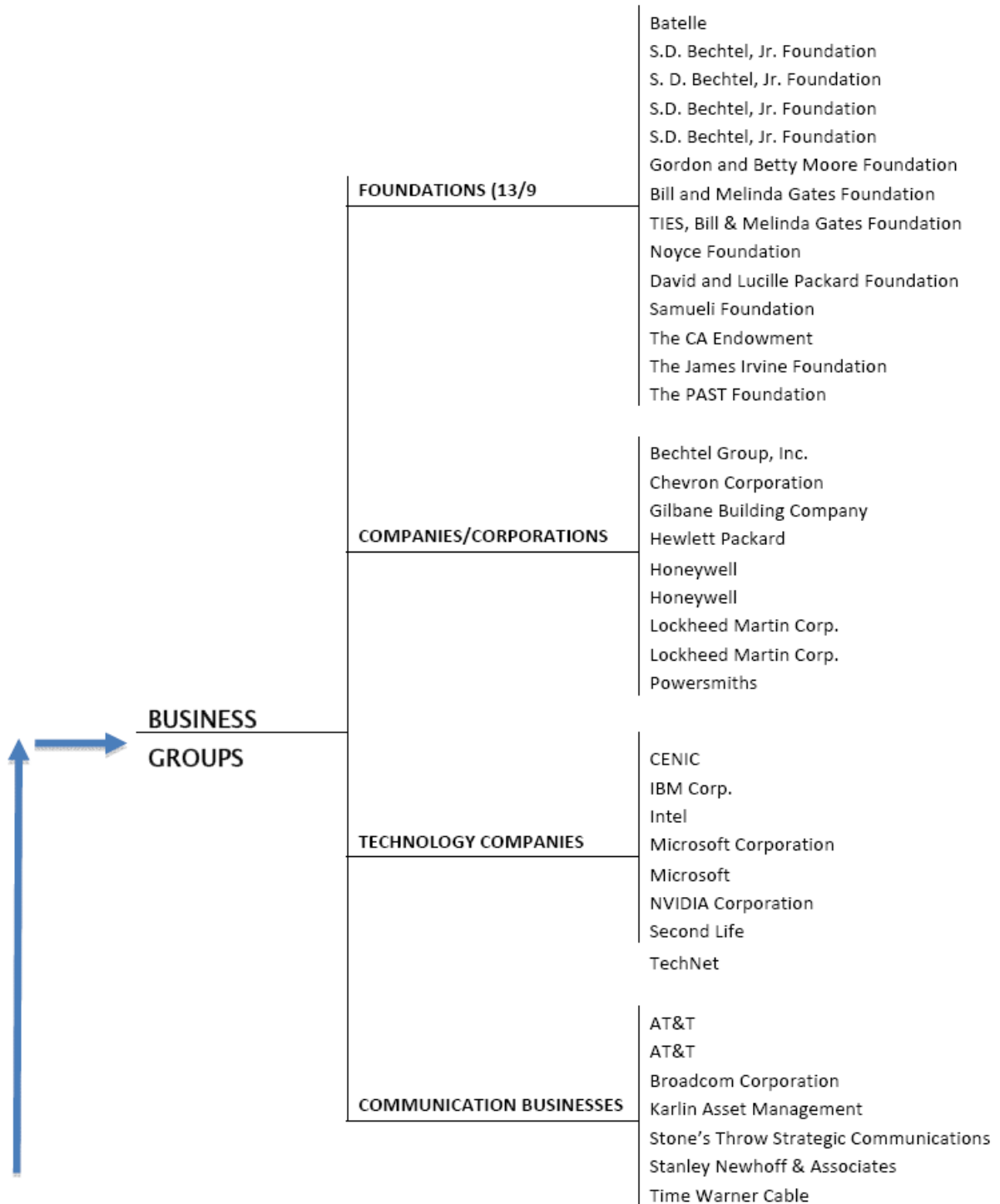
Stephanie Couch is the Director of the California STEM Learning Network (CSLNet), overseeing, coordinating and facilitating the development and implementation of CSLNet's blueprint for advancing STEM education and innovation in California, and leading advocacy efforts to implement the blueprint by working with key leaders in industry, colleges and universities, community colleges, the K12 community, libraries, museums, community-based organizations, government, and foundations to establish a network of STEM public/private partnerships across the state. She is also the Director of Statewide Initiatives for the Corporation for Education Network Initiatives in California, where her responsibilities include building support for CENIC's state-wide research and educational telecommunications network through joint efforts with college and university faculty, state agency representatives and government officials, and the k12 community. For the past two years, she also worked as the part-time Director of the K20 California Education Technology Collaborative – the innovation and development “arm” of the California Virtual campus.

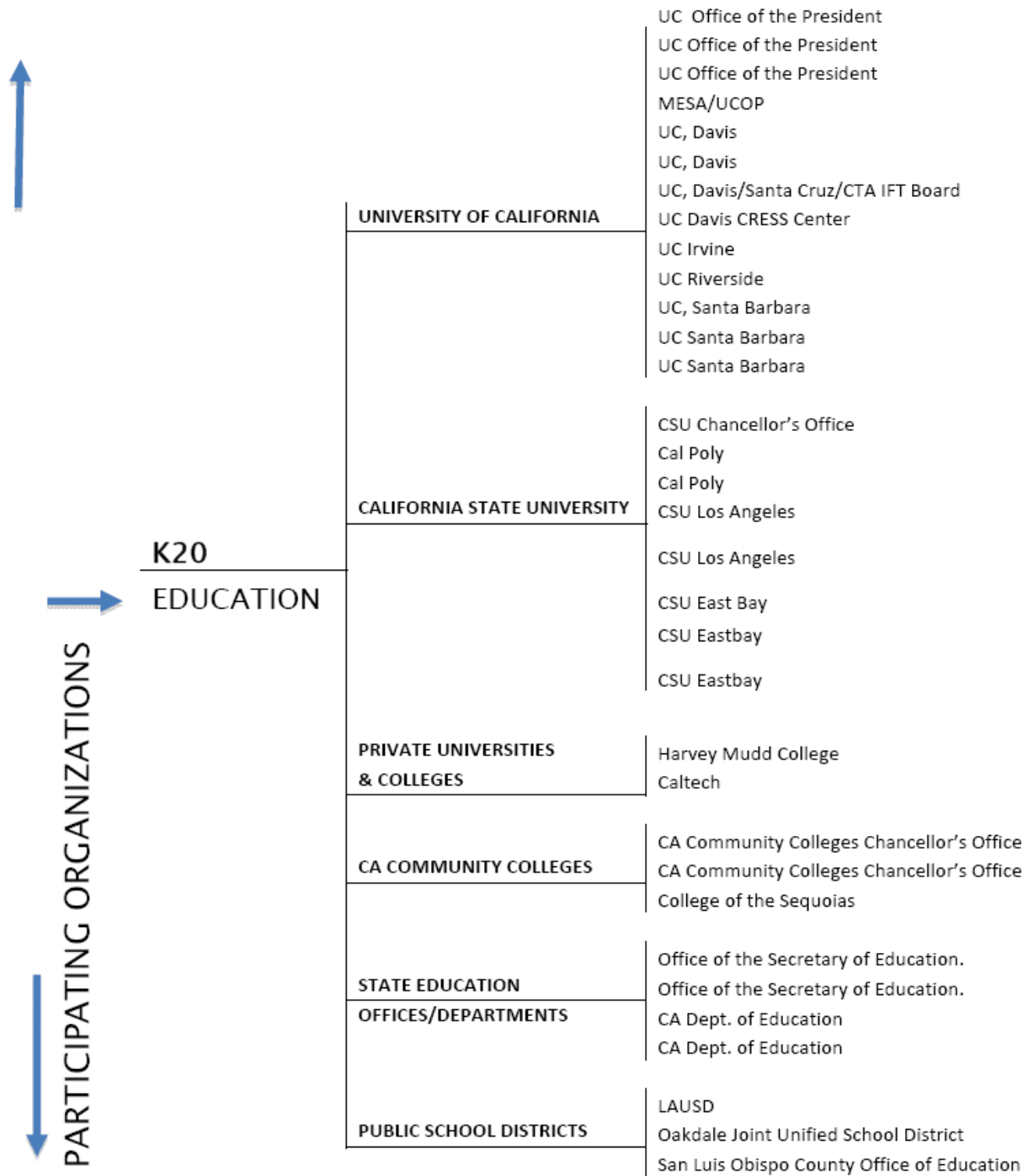
Couch's career has been dedicated to K-12 and higher education policy issues, with an emphasis on issues pertaining to students from disadvantaged backgrounds, school finance, and education technology. She has served as an education advisor for two Speakers of the California State Assembly, the Senate Appropriations Committee, and worked as a legislative advocate in Sacramento, specializing in education issues.


Project Coordination Team members who also assisted with the planning process included:

- Susan Harvey, Senior Program Officer, S.D. Bechtel, Jr. Foundation
- Dan Howard-Greene, Chief of Staff, Office of the President, Cal Poly
- Jan Morrison, Executive Director, TIES
- Sandra S. Ogren, Vice-President, University Advancement, Cal Poly
- Diane Siri, Executive Director, Alliance for Regional Collaboration to Heighten Educational Success
- Soo Venkatesan, S.D. Bechtel, Jr. Foundation

CSLNet is now in the process of transitioning from a planning process to full operation (to be accomplished by July 1, 2010). A fiduciary board (TBD) and three entities that will help guide the work of the organization: 1) the STEM Council, 2) the STEM Collaborative, and 3) Regional STEM Champions (see page 4 for descriptions). Entities who participated in the STEM Council's first meeting in April, 2010, included:













	NON-SCHOOL EDUCATIONAL ORGANIZATIONS	
	TEACHER PROFESSIONAL ORGANIZATIONS	CA Science Teachers Association California Teachers Association The Center for the Future of Teaching & Learning California Mathematics Council
	CA LIBRARY SYSTEM	CA State Library Peninsula Library System/CALIFA
	INFORMAL EDUCATION GROUPS	CA After School Network Exploratorium Sesame Workshop CA Science Center
	STEM ORGANIZATIONS	CA Council on Science and Technology Great Minds in STEM Great Minds in STEM Lawrence Livermore National Laboratory Ohio STEM Learning Network Silicon Valley Education Foundation
	HEALTH/BioTech ORGANIZATIONS	Bay Area Council CA Healthcare Institute Interactive Masters
	SPECIAL GROUPS/COUNCILS	California Business for Education Excellence Competitiveness Crisis Council Alliance for Regional Collaboration to Heighten Educational Success

CALIFORNIA STEM LEARNING NETWORK TIMELINE

Key milestones for the CSLNet's year one efforts include, but are not limited to, the following:

	Jan. 2009	Jan. 2010	Jul. 2010	Jan. 2011	Jan. 2012
Regional stakeholder input sessions					
Meetings with key stakeholder groups and leaders					
Initial Blueprint Design					
Review of draft blueprint and detailed design work with statewide and regional stakeholders					
Officially launch CSLNet and convene working groups to implement action plan					
Develop and implement fiscal sustainability					
Launch work with 3 regional hubs and 2 hubs that are statewide organizations					
Support planning efforts for additional regional hubs					

Appendix S.XI

STEM Letter of Support (LOS)

The California **STEM** Learning Network

Science • Technology • Engineering • Mathematics

May 25, 2010

Bonnie Reiss, Secretary of Education
Governor's Office of the Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814

Dear Secretary Reiss:

The California STEM Learning Network (CSLNet) and its many public and private partners (see signatures below) strongly endorse California's Race to the Top application. We welcome the opportunity to partner with the state and the participating districts on this important endeavor. CSLNet was founded on the belief that students from all backgrounds can be successful in STEM if they have access to highly effective learning opportunities. The Network is committed to promoting STEM literacy for all students in grades K-14, and is working to address California's workforce needs by increasing the number of students who obtain STEM or STEM-related degrees and certificates. The changes in educational policies and practices required to make progress in these areas are changes that are needed for all subject areas. Thus, although we are going about our work with an emphasis on STEM, we are certain that the work will translate into academic gains across all content areas. We see the Race to the Top proposal as evidence of California's renewed commitment to engaging in fundamental educational reforms that will result in increased student achievement for all students, and are pleased to be a partner in the overall effort.

California's statewide STEM learning network is less than a year old. It was formed to provide a mechanism for harnessing the tremendous resources and strengths of the formal education community (i.e. schools, colleges and universities), the informal education community (i.e. science museums, libraries, media, etc.), the business community, researchers from the science and technology communities, policy leaders, and leaders from the philanthropic community. Ninety-three key leaders from these groups recently gathered to publicly launch the organization. The stakeholders offered valuable input into the network's plans for providing the ongoing leadership and focus on STEM that is needed if California is to make significant progress in helping all students be successful. The network operates at the state, regional and local levels, and works in tandem with STEM networks emerging in other states (such as the Ohio STEM Learning Network and the Tennessee STEM Innovation Network). It works in partnership with other key statewide organizations such as ConnectEd, the California Center for College and Career (which is focused on helping young people prepare for college and career through Linked Learning) the Linked Learning Alliance (with 185 members working to transform education at the high school level) and TechNet (which represents California's large technology companies) in order to achieve its goals.

California's Race-to-the Top application envisions that the STEM Network will engage in several STEM "proof of concept" pilot projects with the participating districts, refine the work over time, and then will tap into our larger, growing network of schools, districts, colleges and universities, informal education providers, and industry partners across the state to support large scale implementation across the entire state. As we do this work, CSLNet will be contributing knowledge and resources developed by the STEM networks in other states. States like Ohio and Texas have been working to build statewide STEM

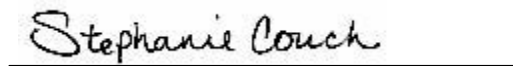
1415 L Street, Suite 870, Sacramento, CA 95814 • Ph 916-440-8800 Fax 916-440-8801

California RttT Appendices Page 834
www.californiastem.org

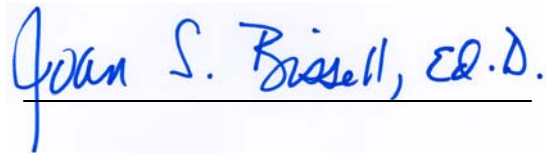
education networks for the past several years, and are willing to work collaboratively with California. The multi-state STEM network effort is being lead by Battelle Memorial Institute, an organization known throughout the world for its organizational management strengths. This approach within the proposal ensures that STEM will become an integral part of California's larger effort to build an education system that prepares all young people for lasting success in higher education, career, and civic life.

The California STEM Learning Network and our partnering organizations are proud to be a partner in California's Race to the Top application. Again, we enthusiastically support California's proposal which we believe will build a 21st century education system equipped to prepare our youth for success both in work and in life.

Sincerely,



Stephanie Couch
Executive Director
CA STEM Learning Network



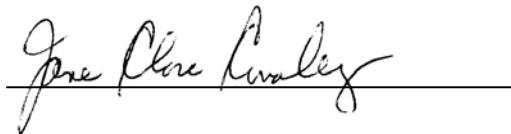
Joan Bissell
Director, Mathematics and Science Teacher
Initiative
Office of the Chancellor
California State University



Gary Hoachlander
President, ConnectEd: The California
Center for College and Career



Jack Scott, Ph.D.
Chancellor, California Community Colleges



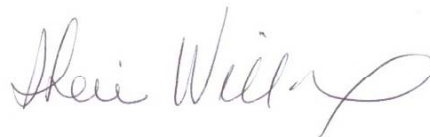
Jane Close Conoley
Dean and Professor
Gevirtz Graduate School of Education
University of California, Santa Barbara



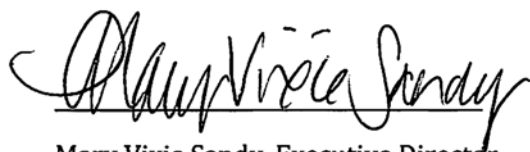
Gerald Solomon
Executive Director
Samueli Foundation



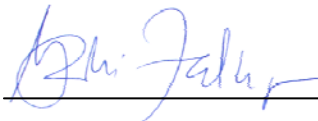
Stacey A. Aldrich
California State Librarian



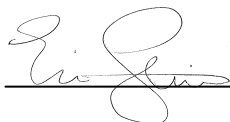
Sheri Willebrand
President, California Mathematics Council



Mary Vixie Sandy, Executive Director
CRESS Center, School of Education
University of California, Davis



Gabriele Zedlmayer
Vice President, Global Social Innovation,
Hewlett-Packard



Eric Stine
Senior Vice President, Blackboard, Inc.



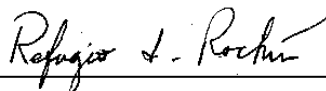
Patricia Garrett
Executive Director, Educational Support Services
San Luis Obispo Office of Education



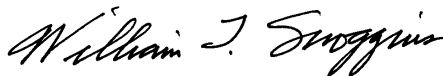
Paula Golden
Executive Director
The Broadcom Foundation



Harold Levine
Dean, School of Education
UC Davis



Refugio I. Rochin
Professor Emeritus/Dept Chair
University of California, Davis



William T. Scroggins, Superintendent/President
College of the Sequoias



James E. Canales
President & CEO, The James Irvine Foundation



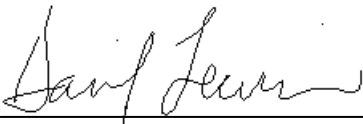
Linda Crowe
Executive Director
Califa Group



Cary Snider, PhD
Associate Research Professor, Portland State
University
Science Consultant, OSPI



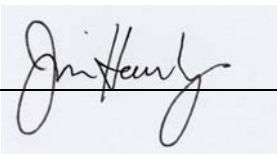
Muhammed Chaudhry
President & CEO
Silicon Valley Education Foundation



Corporate VP, Strategic & Emerging Business
Development
Microsoft



Julie Dunkle
Intel Corporation
California Education Manager



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Technet

Appendix S.XII

Teacher Preparation Programs with the California State University System

Teacher Preparation Programs with the California State University System

Relevant assurance area: (D)(2) Ensuring equitable distribution of effective teachers in hard-to-staff subjects and (D)(4) Improving effectiveness of teacher prep programs

Delivering challenging curriculum that provides all California students with STEM learning that is integrated, interdisciplinary, and college and career relevant depends on changing instructional practice. We need to build the academic and technical capacities of teachers to integrate curriculum, to design and deliver cross-disciplinary projects, to teach in teams, to connect classroom instruction to experiences outside the school, and to use a broader range of assessments that evaluate performance in addition to knowledge retention. Essential to building this capacity is the California State University (CSU) System, graduating more than 13,000 certified teachers each year as the second largest teacher preparation system in the nation. This application seeks to connect and leverage several important initiatives that are already underway in CSU. To strengthen teaching in high schools, The School of Teacher Education at San Diego State University, in collaboration with ConnectEd: The California Center for College and Career, four other CSU campuses (CSU Fresno, CSU Sacramento, CSU San Bernardino and CSU Long Beach), the University of California, Los Angeles (UCLA), and several Linked Learning school districts, is preparing California teachers with the skills and proficiencies necessary to ensure that their students are college and career ready. This effort brings a *Linked Learning lens* to the already-established, state-approved Single Subject Credential Programs. Building on the foundation of teacher preparation as described in California's SB 2042 Single Subject Credential Program Standards, the *Linked Learning lens* brings a new focus to California's Standards for Teacher Preparation by helping new teachers understand, appreciate, and apply these additional skills and proficiencies to those standards.

For elementary and middle school teachers, CSU now offers a Foundational Level General Science (FLGS) teacher credential program (see credential notice below) designed to increase these teachers' confidence in their ability to teach science, technology, engineering and mathematics. The availability of this new credential addresses problems uncovered by a recent study which indicates that 80% of the students in grades K-5 are receiving less than an hour per week of science instruction, with 16% of the students receiving no time at all. Many K-6 teachers rate themselves as substantially less prepared to teach science than mathematics or reading, and the limited preparation elementary teachers receive during their pre-service programs is cited as a major reason for their reluctance to teach science. The FLGS credential program directly addresses the pre-service preparation issue. Furthermore, the program

includes community college pathways – clear course taking patterns that will allow community college students to transfer to four year degree and credential programs offered by the CSU campuses – ensuring that potential future teachers can engage in science early in their education. RttT STEM funds will help offset the cost of developing four online modules so that CSU can offer online support to teachers to access the FLGS credential program. This online access will follow the structure and build upon the successful model created by the CSU CalState Teach program (see attached description) in which participants utilize a course website to access curriculum materials, activity discussion rooms, important resource materials and technology support. They interact with their assigned CSU faculty member by e-mail as well as face-to-face at set times/locations.



CODED CORRESPONDENCE

DATE: February 11, 2009	NUMBER: 09-02
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Approval of Amendments to Title 5 Regulations Pertaining to the Single Subject Credential Authorization in Foundational-Level General Science (5 Cal Code Regs §80004)	

Summary:

The amendments to Section 80004 of Title 5 of the California Code of Regulations pertaining to the authorization for the Single Subject Teaching Credential have been approved by the Office of Administrative Law. The amendments to section 80004 add an authorization for Foundational-Level General Science (FLGS). The text of the regulations is attached.

Key Provisions:

Authorization

The holder of a Single Subject Teaching Credential, Provisional Internship Permit, Short-Term Staff Permit, Limited Assignment Permit, Visiting Faculty Permit, or Variable Term Waiver in FLGS is authorized to teach:

- 1) Introductory and general science, introductory life science, and introductory physical science in grades preschool, kindergarten through twelve, and in classes organized primarily for adults:
- 2) Integrated science in grades preschool and kindergarten through eight.

These assignments will generally be found in elementary and middle schools.

Subject-Matter Competence

Information on the subject matter requirement for various FLGS credentials and permits issued by the Commission is detailed below. All requirements and general information to earn a FLGS authorization including examinations and approved programs may be found in the specific links listed in the References section.

Single Subject Credential for California-Prepared Teachers

An individual may meet the subject matter requirement for the FLGS authorization through either examination by passing two of the California Subject Examination for Teachers (CSET) Science subtests (numbers 118 and 119) or completing a Commission-approved FLGS subject matter preparation program.

Out-of-State Prepared Teachers

An individual prepared in another state must hold a valid corresponding secondary level teaching credential in General Science based upon an out-of-state teacher preparation program to earn a preliminary Single Subject Credential in FLGS. A photocopy of both sides (as appropriate) of the valid out-of-state document must be submitted with the application. If the individual does not hold an out-of-state credential in a corresponding science area, other options are explained on the Single Subject Out-of-State Prepared Teacher Information Leaflet listed in the Reference section.

Teachers Prepared Outside the United States

Individuals prepared outside the United States must verify completion of a minimum of 18 semester units across the four science areas of biological science, chemistry, geoscience, and physics. A minimum of one course is required in each of the four science areas.

Provisional Internship and Short-Term Staff Permits

To meet the course work requirement for a Single Subject Provisional Internship or Short-Term Staff Permit in FLGS, an individual has two options. First, verify a bachelor's or higher degree in science. This includes biological science, chemistry, geoscience, and physics and science areas that fall within these broad categories such as anatomy, earth science, and oceanography. This does not include a degree in health science. Second, verify eighteen semester units or nine upper division semester units across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course is required in each of the four science areas.

Important Date:

Provisions related to this correspondence become effective on February 2, 2009.

Background:

The new subject area of FLGS gives an additional option for employers to assign individuals to teach science. A FLGS credential allows additional individuals to earn an authorization to teach general science and reduce the number of individuals on waivers, teaching permits and local teaching assignment options. The new subject area may be listed on a single subject credential, however individuals with a single subject teaching credential in a different subject (mathematics, social science, English, art, etc.) may add the authorization to their credential by completing the appropriate subject matter requirement. An individual with a multiple subject credential may earn a single subject

credential in FLGS with verification of appropriate subject matter and a departmentalized setting methodology class. The FLGS credential is a pathway to earn a full science authorization in Science: Biological Science, Chemistry, Geosciences and Physics.

The new authorization allows for mobility for the self-contained elementary level teacher to serve in a middle or high school departmentalized level assignment as well as the middle and high school departmentalized level teacher in one subject to earn an additional authorization in FLGS to expand their employability.

Source:

5 California Code of Regulations Section 80004

References:

Approved Subject-Matter Programs Chart:

http://134.186.81.79/fmi/xsl/CTC_NewSubject/AllSubjects.xsl

Single Subject Teaching Credential Information Leaflets:

California-prepared: <http://www.ctc.ca.gov/credentials/leaflets/cl560c.pdf>

Out-of-State Prepared: <http://www.ctc.ca.gov/credentials/leaflets/cl560.pdf>

Prepared Outside the United States: <http://www.ctc.ca.gov/credentials/leaflets/cl870.pdf>

Visiting Faculty Permit: <http://www.ctc.ca.gov/credentials/leaflets/cl881.pdf>

Provisional Internship Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>

Short-Term Staff Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

Limited Assignment Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl828.pdf>

Contact Information:

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday between 1:00 pm to 4:45 pm or by email at credentials@ctc.ca.gov.

5 California Code of Regulations §80004 Pertaining to the Single Subject Teaching Credential Authorization

Section 80004. Single Subject Teaching Credential Authorization for Service.

- (a) The Single Subject Teaching Credential authorizes the holder to teach the subject area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) The holder of a Single Subject Teaching Credential in the following subject areas is authorized to teach health science:
 - (1) Health Science,
 - (2) Life Science, and
 - (3) Physical Education if the document was initially issued prior to January 1, 1981.
- (c) The holder of a Single Subject Teaching Credential in Agriculture, Business, Home Economics, Industrial Arts, or Industrial and Technology Education is authorized to teach the subject area listed on the document in classes designated as technical, trade, or vocational by the employing agency.
- (d) The holder of a Single Subject Teaching Credential in Foundational-Level General Science authorizes the holder to teach the subject areas as described below in the following grade levels.
 - (1) Grades twelve and below, including preschool, and in classes organized primarily for adults:
 - (A) Introductory and general science,
 - (B) Introductory life science, and
 - (C) Introductory physical science.
 - (2) Grades preschool, and kindergarten through eight:
 - (A) Integrated science.

NOTE: Authority cited: Section 44225(e), Education Code. Reference: Sections 44225(q) and 44256, Education Code.

CalStateTEACH

Get a Multiple Subject Teaching Credential

What is CalStateTEACH?

CalStateTEACH is a California State University teacher education program for prospective teachers desiring a multiple subject credential. Using the Internet, CD-ROM, video and print materials concurrent with field work, CalStateTEACH prepares high-quality teachers across California.

How Does It Work?

CSU faculty offer feedback and support as they guide prospective teachers in their academic work and supervise their field work. A study guide provides instruction and activities that integrate course assignments with school-based teaching. Students and faculty communicate through the program's website and e-mail.

Access to a computer with an Internet connection is required.

How Do I Apply?

Complete an online application at **www.calstateteach.net**. The application requires:

- \$55 application fee (subject to change)
- Two letters of recommendation
- Official transcripts (unofficial copies or fax OK to start the process)
- CBEST and CSET scores
- Autobiographical writing sample

CSU Fresno 559-278-0234
fresno@calstateteach.net

CSU Fullerton 657-278-5084
fullerton@calstateteach.net

CSU Los Angeles 323-343-6050
losangeles@calstateteach.net

CSU Monterey Bay 831-582-4624
montereybay@calstateteach.net

CalStateTEACH Systemwide Office 562-951-4150

CalStateTEACH offers both intern and traditional teacher preparation (student teaching) options. Here are some quick facts:

Start Dates Fall, Spring, Summer.

Application Deadline See website for deadlines, application and further details. Applicants are encouraged to apply early.

Basic Requirements Bachelor's degree, CBEST, CSET, two letters of recommendation, 2.75 GPA in last 60 semester units or 2.67 cumulative GPA.

Program Length & Hours Minimum of four 15-week terms. Most students spend approximately 15 hours per week studying plus normal preparation time for teaching. Five full-day Saturday seminars are also required.

Units Earned 40 semester units.

Eligibility Candidates eligible for the intern option must be teaching in a multiple subject classroom in which the core curriculum (language arts, social studies, math, and science) is taught to all students. Candidates in the traditional teacher preparation option will complete field experience and student teaching in appropriate multiple subject settings.

CSET If you have passed the CSET, you will be admitted into the 15-week Term One. If you are not CSET qualified, you will enroll in the prerequisite 30-week Split Term One. You will concurrently take the online CSET preparation course to support your efforts to pass the CSET. You must pass the CSET to move on to Term Two.

Cost State University Fee for CSU credential candidates plus instructional materials fee. Refer to www.calstateteach.net/costs.html for current program costs.

Financial Aid Individuals who are CSET qualified can apply online at **www.fafsa.ed.gov**. Apply early. Processing takes 6-8 weeks.

Special Features Unique school-based teacher preparation that integrates educational theory with daily hands-on classroom teaching. Convenient. Can be completed anywhere in California. No campus-based classes to attend. Curriculum designed for self-directed learners comfortable with Web-supported instruction.

For More Information Visit our website at **www.calstateteach.net**.